(GALLAUDET)

SIXTH NATIONAL CONFERENCE

OF

PRINCIPALS AND SUPERINTENDENTS

DEAF MUTE INSTITUTIONS.

1888.

JAMES DENISON.

PROCEEDINGS

—OF THE—

(GALLAUDET)

SIXTH NATIONAL CONFERENCE

—OF—

SUPERINTENDENTS AND PRINCIPALS

—OF—

INSTITUTIONS FOR DEAF MUTES,

HELD AT MISSISSIPPI INSTITUTION,

JACKSON, MISS., APRIL 14-17, 1888.

JACKSON, MISS.:
CLARION-LEDGER PRINTING ESTABLISHMENT.
1888.

SCHOOL BUILDING.

INVITATIONS AND ACCEPTANCE.

INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB,
JACKSON, MISS., July 6th, 1886.

DR. PHILIP G. GILLETT, CALIFORNIA INSTITUTION:

MY DEAR SIR—Enclosed you will please find invitations, addressed to the Executive Committee, etc., from our Board of Trustees and His Excellency, Gov. Robert Lowry, urging the next Conference of Superintendents and Principals to be held in this Institution.

I forward this to you at this time with the hope that a majority of the Superintendents and Principals will be present in California, and that you will give them an opportunity of indicating their preference.

We are much pleased with the thought of having this meeting in our midst, and I can assure you that no Institution could give the members a warmer reception than they will receive at our hands. I feel that the Conference owes it to the South to hold the next session among us, for it has already honored the North, the East, and the West. While we will be glad to see you at any time, I would suggest the month of April as the most pleasant time to visit the South.

Hoping you will have a safe and pleasant trip, and a profitable Convention, and that you will lay this matter before the Superintendents and Principals, I am, Yours truly,

J. R. DOBYNS, Superintendent.

INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB,
JACKSON, MISS., July 6th, 1886.

TO THE EXECUTIVE COMMITTEE OF THE CONFERENCE OF SUPERINTENDENTS AND PRINCIPALS OF THE INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB OF THE UNITED STATES AND CANADA:

GENTLEMEN—At the request of the Superintendent, the Board of Trustees hereby most cordially extends an invitation that the next session of your Conference be held in our Institution at any time that will best suit your convenience.

As the South has never been honored with a meeting of your body, we sincerely hope you can find it in your power to accept our hospitality and give us the pleasure and profit of your presence. We are, very respectfully yours,

JOHN HUNTER,
D. N. BARROWS,
R. L. SAUNDERS,
E. WATKINS,
M. S. CRAFT,
Trustees.

EXECUTIVE OFFICE,
JACKSON, MISS., July 6, 1886.

TO THE EXECUTIVE COMMITTEE OF THE CONFERENCE OF SUPERINTENDENTS AND PRINCIPALS OF THE INSTITUTIONS FOR THE EDUCATION OF THE DEAF AND DUMB OF THE UNITED STATES AND CANADA :

GENTLEMEN—It affords me great pleasure to join the Board of Trustees and the Superintendent in their cordial invitation for the next meeting of the Conference of Superintendents and Principals of the Institutions for the education of the deaf and dumb of the United States and Canada, to be held in our Institution.

I feel much interest in the cause of deaf-mute education and an especial pride in its success in our own State. I would be pleased to have a personal acquaintance with each member of your Conference, and I feel that a session of your body in our midst would give an impetus to this good cause throughout the South.

Allow me to welcome you to our State, and to entertain the hope that you will accept this invitation. Very truly yours,

ROBERT LOWRY, Governor.

INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB,
STATE OF ILLINOIS,
JACKSONVILLE, ILL., January 4, 1888.

PROF. DOBYNS, SUP'T MISS. INST. DEAF MUTES, JACKSON, MISS.

MY DEAR SIR—The Committee having in charge the convening of the Sixth Conference of Superintendents and Principals of American Institutions for the Deaf, among others, have the honor of receiving invitations for the Conference to convene at the Mississippi Institution, from his Excellency, Gov. Robert Lowry, and the Trustees of the Mississippi Institution, Messrs. Hunter, Barrows, Watkins, Saunders and Craft, and also from yourself, Superintendent of the Institution.

The Committee, after considering the various invitations, have directed me to signify to you their acceptance of the invitation from the Mississippi Institution, acknowledging their high appreciation of the honor you have thus done the Conference.

The Conference should occur, according to custom, during the coming Spring, but the precise date the Committtee would be glad to fix upon as will be most convenient for you.

The Committee will ask you to kindly act as Local Committee of Arrangements.

Will you please notify me what time during the Spring will be most suitable for you?

With much respect, I have the honor to be,

Yours sincerely, PHILIP G. GILLETT, Chairman.

THE GALLAUDET CONFERENCE.

FIRST DAY.

The Conference was called to order in the chapel of the Mississippi Institution for the Education of the Deaf, at 8 oclock p. m., Saturday, April 14th, 1888, by Dr. P. G. Gillett, of Illinois, who said:

LADIES AND GENTLEMEN:—The time has arrived when the Sixth Conference of Principals and Superintendents of American Institutions for the Education of the Deaf should organize and proceed to business. The last act of the Fifth Conference, which held its session in Faribault, Minnesota, was to pass a resolution continuing the Committee that had convened the Second, Third, Fourth and Fifth Conferences and empower it with authority to convene this. That Committee consisted of your speaker, Mr. Wilkinson, of California, and Miss Rogers, of Northampton, Mass. Miss Rogers, owing to failing health, resigned her position on the Committee. At the meeting of the Convention of American Instructors of the Deaf and Dumb, two years ago, in San Francisco, Cal., there was a meeting of the Committee, before which a number of invitations from various Institutions for this Conference to be held with them, were laid. Among them was one from Mississippi, signed by His Excellency, Gov. Robert Lowry, and by Maj. Barrows, President of the Board of Trustees of this Institution, and his associates on the Board, and another by Mr. Dobyns, the Superintendent. After considering these various invitations it was deemed to be for the greatest interest of the cause, without any disregard or disrespect to others, that it accept the invitation extended by the Mississippi Institution. And here we are, ladies and gentlemen, in this beautiful land of hearts and warm welcome. We are here from the St. John, on the extreme northeast, and still farther northeast, Nova Scotia, to the St. Johns in the southeast, the land of flowers, from

far up the waters of the turbid Missouri, and from the cold and ice-bound shores of Maine; from the lake shores of Michigan and Minnesota, and from the sugar and cotton fields of Louisiana, to meet in this beautiful city named after one of the great men of our nation, a man whom the people throughout the length and breadth of this land delight to honor, and whose name attaches not only to Jackson, Mississippi, but to Jacksonville, Illinois, and several other places not villainous besides. [Laughter.] We are here to accept the hospitality of these people in this beautiful city. We are here not upon any holiday excursion. We are not here for amusement. We are here for profit, for advantage to ourselves, that we may be better fitted and qualified to discharge the trusts committed to us as Superintendents and Trustees of the various institutions of our country. Our number is not very large compared with some other bodies that assemble from time to time, but the interests that are here represented are larger than most bodies represent. Eight million dollars would not cover the actual outlay invested in these Institutions in this land of ours. A million and a half are expended every year by the Superintendents and Trustees of the various Institutions for the deaf and dumb in this land. Two hundred thousand dollars are expended annually in repairs and enlargements of these various Institutions. So if we take into consideration the lowest standard, the pecuniary interests that are represented in this Conference this evening are by no means inconsiderable. But there are other and higher interests, ladies and gentlemen, that we are here to consult about. The almighty dollar is not to be despised, but the everlasting mind is of vastly more consequence than the almighty dollar. There are eight thousand pupils—eight thousand immortal souls—eight thousand minds that are instructed day by day by the members of this Conference and their associates. There are six hundred teachers that have entered into this work, making it a specialty, and their life-work, who in the fear of God and love of man are pushing on the work. So I say, ladies and gentlemen, we are here for no trifling, yet already we are entering upon a most delightful time.

I perceive with us this evening Maj. D. N. Barrows President of the board of trustees of the Mississippi Institution for the Education of the Deaf and Dumb, whom I would nominate as Temporary Chairman, and Mr S. T. Walker, Superintendent of the Kansas Institution, for Temporary Secretary.

These gentlemen were elected and Professors Dobyns and Noyes were requested to escort the Temporary Chairman to the platform.

Major Barrows being introduced called on Dr. C. G. Andrews, of the Methodist church of Jackson, to open the Conference with prayer.

Major Barrows said: Ladies and Gentlemen: as has been stated, the object of the meeting is to organize the Sixth Conference of Principals and Superintendents of American Institutions for the Education of the Deaf and Dumb. As President of the Board of Trustees of the Mississippi Institution, I regret very much to say that our speaking member, Judge Calhoon, who had promised to be with us this evening, is unavoidably absent. I am no speaker, but I will say this much: That on behalf of the Board of Trustees we are delighted to see you here, and we tender you a most hearty welcome, and trust that your stay with us will be pleasant, agreeable and profitable. I will now call on our distinguished Governor to address you upon this occasion.

When the Governor presented himself, the Chairman said:

Ladies and Gentlemen of the Conference: I have the pleasure of introducing to you His Excellency, Robert Lowry, Governor of Mississippi.

Governor Lowry said: I was asked by our efficient and worthy Superintendent to welcome the visitors to this Conference,and I beg to assure you that no more pleasant duty could have been assigned me,—for two reasons: First, but a little and short speech was expected; and for the further reason, that I was gratified to have the opportunity of meeting and interchanging opinions with this distinguished body of visitors who have been engaged in this work in which I with others feel so deep an interest; and before you commence your labors, ladies and gentlemen, I desire upon the part of all the people to bid you welcome to Mississippi. We live in a country, in a government composed of more than sixty millions of people; a government of our own choosing; one that stands at the very head of the list in the great family of nations, and how gratifying it is to every American citizen that he can say with truth that not only the deaf and dumb, but all of the unfortunates of this country have been adopted as wards of the nation. Little Connecticut, I believe, was the first to

lead off and furnish legislative action for the support of the deaf and dumb, and now I think almost every State in the Union has Institutions of this character. My official connection with the Institution for the past six years has brought me here very frequently, and I have been gratified to note the progress that the pupils were making, and not only gratified but astonished at that progress. Though it is true that this is a day of advanced thought and advanced civilization, yet it seems almost incomprehensible to one who knows but little of it, how little boys and girls can be taught to speak when they know nothing of language except what they have learned through gentlemen who are engaged in the great work you are in. Our own Institution here has been the pride of the State, and I often think when I come here that the little boys and girls are prolific in their resources. I was reading some time ago of a rather scholarly mute: when they inquired of him why he liked the language of signs better than the language of speech, he said it was more still and calm, and there was less trouble about it than the other. I think it was perhaps as good an answer as could possibly have been given. It will be very gratifying to the people of the city of Jackson, as well as to the people of the State, to know that this Conference has met here, and I do not know of a more distinguished body of people that has visited our capital in a great while; and it will be gratifying to them to know that while we have all had some difficulty in talking through the telephone (I had a great deal of difficulty at first and could scarcely understand it at all) the inventor of that instrument is here amongst you to-night, Professor Bell. [Laughter.] I suppose we will have the pleasure of seeing a good deal of you during your stay. I trust that your labors may be conducted agreeably, as I am sure they will, and I am confident that our people when they learn that you are here from all quarters, from every State, and even beyond the confines of this government—when they learn that they have in their midst the speaker who was before you a moment ago, who has more than five hundred mutes under his direction—they will take more pleasure in this Institution. I ventured in sending my last message to the Legislature to say that I did not think anything could be added to this Institution under the direction of our distinguished Superintendent.

And now, ladies and gentlemen, on behalf of the whole people of Mississippi I extend to you to-night a most cordial and hearty welcome to our State.

General William Henry, Mayor of the city of Jackson, was then introduced and said:—

On behalf of the citizens of Jackson I have the pleasure and the honor to extend to the visiting ladies and gentlemen of this Conference a warm and cordial welcome. I trust that your visit will be productive of great good, and that none will leave Jackson regretting that they came; that all of you will speak a kindly word, so that you may cause others to come to this land of flowers and genial climes. I bid you God speed in your noble work, and again extend to you the hospitalities of the city.

The addresses of welcome were responded to by Dr. E. M. Gallaudet, of Washington, D. C., Principal J. Scott Hutton, of Halifax, Nova Scotia, Superintendent W. O. Connor, of Georgia, and Prof. A. Graham Bell, of Washington, D. C.

Dr. E. M. Gallaudet, of Washington City, said:—

MR. CHAIRMAN, YOUR EXCELLENCY THE GOVERNOR, YOUR HONOR THE MAYOR, AND LADIES AND GENTLEMEN:—I have the high honor to be called upon as a representative of this Conference in responding to the very cordial and hearty welcomes that we have received from the Chief Executive of the State, Chief Magistrate of the City, and from the President of the Board of Trustees of this Institution. Certainly those who entertain are blest and those who are entertained are twice blest. We have come here to receive hospitality—to relax in a measure the labors that are upon us in our several fields; we have come here, it is true, as Dr. Gillet has told you, on serious business. but I am sure it is no dereliction on our part from serious duty that some of us come here to play—to have a pleasant time and enjoy that which you so kindly give us. But while I stand shoulder to shoulder with my good friend Dr. Gillet, with whom I have had the pleasure and honor of pulling in harness these thirty years, in all that touches our work, yet I stand side by side with our friends in this Conference who came here to play. All work and no play makes Jack a dull boy. And so we have come here to have a few days of pleasure in your beautiful Institution and noble city, under your kind and protecting hospitality, and will bless it for the delightful breathing spell it gives from our labors at home. It may be not improper that I should add a word to what has already been so well said by Dr. Gillett in representing our profession at large. I need not tell

those present what the work of deaf mute education is, but may perhaps remind you what kind of labor it is, of the work that is attempted to be done, and a little possibly of the way in which it is done, and show how the amount of work which has been done in the cause we represent in this country will compare with that of the older countries of the world; not, I may say perhaps in advance, in any spirit of national pride, but merely in that spirit which always fills those who feel that they are working in a good cause; and I am sure we are not here in any spirit which causes us to think we have done all that could be done. No, we just take breath and push on. We desire to make the work of teaching the deaf in this country as perfect as any work can be on this globe. We mean to push on and try to inspire those who come to us to continue it after we have passed away.

I will first remind you that the work of educating the deaf—I use that word in its fullest sense—the work of educating the deaf takes hearts, minds and souls that are under a deep and almost impenetrable veil of ignorance thrown around them by the mysterious hand of Providence in placing upon them a physical disability. Our work takes such hearts, minds and souls that would, without some hand outstretched to help them—some step taken by skillful helpers in their behalf—remain in life-long ignorance and darkness so profound that in former ages the wisest and ablest of lawmakers and jurists have pronounced the deaf, and consequently the dumb, as legally incapable and morally irresponsible. Mr. Chairman, it is not saying too much to say that this work, takes the deaf out of that state of moral gloom and darkness and leaves them in a condition of high intelligence and capable of supporting themselves, and gives to large numbers of them the absolute power of speech, the power of communicating with a very considerable degree of freedom with their fellow-men who speak to them orally. This is known to all who are familiar with the workings of these institutions. This is certainly a miracle, but it has been done again and again for those unfortunate persons who are so deeply involved in what we call, in our limited understanding, misfortune. This work of the education of the deaf has gone on I may say for nearly two centuries, and in this country for more than seventy years. It has embraced in our own country many thousands of persons. It, as was stated, had its beginning in a little State in New England, spreading through the entire government so that

every State, and several Territorial Governments, have made full and liberal donations for its deaf. Dr. Gillett has given figures to show the extent of the work which has been done and which is being done for this class in our own country, and I could go on and speak more in detail of the work in various parts of this country. But I will not take time on this occasion to do more than to speak of a fact which is peculiar to this country up to the present time—I may say two or three facts which are peculiar to this country, and the consideration of which gives us cause for congratulation as Americans. In the first place, there is no other country, so far as I am aware of, except our own, in which it may be said with truth that the education of the deaf of the entire country is provided for if they will avail themselves of it. It is true that in certain portions of the country there are many deaf mutes whose education is not secured from various causes, but not owing to any lack on the part of the law-makers. Now, in some countries of Europe the case is very different. To-day, in our own mother country, they are struggling over the great problem. They actually, in Great Britain, leave one-half of their deaf mutes without possibility of obtaining an education, even if they come forward and ask for it. In some of the great cities there are deaf mutes living in the streets, you might say, who cannot find any education, and for whose benefit no schools can be established because no money can be obtained, and up to the present time, no provision has been made for the education of the deaf and dumb in the British Empire at the expense of the government. On the continent the condition of the deaf is somewhat better than in England. But in no country, so far as I am aware, is the provision ample for their education, and we to-day, in America, stand up holding a beacon-light to the world. We are saying to the world, "Look at us—do as we are doing—provide as we are providing for this class of persons, and you will do your duty." I refer to this in no boastful spirit, but we know to what our civilization has advanced. We know how untrammeled we are by troublesome precedents, and by those things which, in the older countries, embarrass so many efforts to go on in the direction in which we are going so rapidly.

In this country, the work of educating the deaf, while it involves many methods and different systems, and while in many countries there has been a spirit of opposition that has interfered with the best results being obtained,

and we have found in the older countries of the world, the advocates of this method or that method opposing each other and trying to pull each other down, in this country we now have the record of a number of years of the harmonious working together of these different methods; the promoters of each method striving to gain, to secure and to adopt the best in the other methods, and each one striving to sustain their own method while allowing the greatest freedom and encouragement to those who may differ with them somewhat as to the means of securing the best results. In this country we have worked together now for many years in a spirit which I believe exists in no other country, and it gives me pleasure to say that in our conventions, which bring a good many teachers as well as the executive heads of the institutions of the country together, we have for many years rejoiced to see those who promote the various methods come together in harmony, each with respect for the other's belief, and all working for the common good of the cause. In our Conference we have schools of different methods represented. We rejoice to have here some of those who promote the oral method, and some who promote in their schools the manual method alone. We have here those who promote a combination of these methods—those who promote various means for securing the best results for various sub-classes, if I may so term them, of the great class of the deaf in the community, for it must be borne in mind that no two deaf persons are to be educated in precisely the same manner. Their disability of deafness we speak of in a single word, but there are many differences in the condition of those who come under that great classification. So that one of our great aims, when we come together in conference, is to endeavor to understand more and more clearly as the years go on, the character of the material that we have to deal with, and when we find out that there is a new sub-classification, and that there are those deaf who must be taught and educated in a way by themselves, then our aim is to secure the development of this distinct and complete classification.

Mr Chairman, it is not necessary that I should take a longer time this evening to speak of what we are here for, and what we propose to do. We are a body of women and men who work, I sincerely believe, not to win laurels or wealth. I believe we are moved by a spirit which, however scientists may differ as to what it is, still it carries on the great development of the human race. We are work-

ing to do that which Christ would have done. We are working to hasten the coming of that day when the eyes of the blind shall be opened, and the lame man shall leap as a hare, and the tongue of the dumb shall sing.

Mr. Chairman, we are indeed happy to be here in this Institution. We are happy and pleased that in this State of Mississippi there has been this Institution for these many years, and when we look about upon these noble walls and see this beautiful Institution, and some of us who have been here in former years look about us and mark the progress and improvement, and see how, through the fostering care of the State and through the management of those to whom the destinies of the Institution were committed, we see development and progress from year to year. We rejoice to see that the spasm of false economy has not drawn in the purse-strings of the treasury of your State, and we believe that such measures of retrenchment will never hurt a charity of this kind, and that the bounty of the State will give as freely to the work as it has always done. We congratulate you and your Excellency on this Institution, and we are here rejoicing with you in its existence and believing with you in its perpetual prosperity.

Prof. J. Scott Hutton, of Halifax, N. S., said:—

MR. CHAIRMAN, YOUR EXCELLENCY, LADIES AND GENTLEMEN:—I feel that it is somewhat unfortunate that I should be here to-night in something of a representative capacity, so that I can hardly decline the responsibility of responding to the request to say a few words on this occasion, a duty which I would gladly have seen entrusted to abler hands. I believe I am the only representative present from another land and another government—a land and a government that lie alongside of your own great country, and from a portion of that land almost the most remote, and perhaps less known than any other part of the vast territory comprising the Dominion of Canada. The little Province of Nova Scotia, where in Providence it has been my lot to live and labor for the past thirty years, is associated in many minds with the idea of frost and snow and the rigors of an Arctic winter. I have noticed, when mentioning incidentally on my journey from my distant home to this spot, that I came from Nova Scotia, there was an instant upward movement of the eyebrows while the shadow of a shiver seemed to pass over the listener; and in communication with some of our deaf mute friends I have had to stand up somewhat warmly for my cold country. But

although our skies may be less genial than yours, our hearts, I trust, are not less warm; and the pupils of the Institution over which I have the honor to preside, on my coming away from there to attend the Conference in this distant land, gave me a message to deliver to the pupils of the Mississippi Institution, and to any other deaf mute pupils of this Sunny South whom I might meet. I asked them if they had any message that I might take to their brothers and sisters of the far-off Southern land, and they instructed me to convey their kindest love to the deaf and dumb of Mississippi—the deaf and dumb children of this Institution—and I have very great pleasure now in doing so. And they further told me that they would be very happy for the deaf mutes of this State to come and visit our Province of Nova Scotia; come and see us in the winter time when we would initiate them into the mysteries of skating, coasting, tobogganning and other winter sports. I promised to deliver this message, and now have much pleasure in telling you, through my friend who interprets, that your brothers in far-off Nova Scotia extend to you a warm and loving greeting.

Mr. Chairman, I feel that this is an unprecedented experience in my life. I have had the pleasure of attending similar gatherings on several occasions, but the circumstances attending this one are altogether unique so far as my experience is concerned. In the first place, I never came so far away from home before. I believe I am now over three thousand miles from my home. In the second place, I was never so far South before. This is the first time in my life I have had an opportunity of seeing the Sunny South. Here, if you will pardon me, I may mention incidentally that in the course of our trip down the Mississippi—a number of us having come that way, down the mighty Father of Waters, from St. Louis to New Orleans—in the first part of our trip we felt that the difference between the atmosphere of this country and ours was not so marked as we, coming from more northern climes, would have expected, and some of us, in our rashness and inexperience, were almost tempted to vote the Sunny South a fraud, but we were soon taught our ignorance and folly. I think we first struck the Sunny South at Natchez, and in such form and fashion as compelled us at once gracefully to succumb. As we passed along to-day coming from New Orleans to your good city I was more and more impressed with the fact that we were indeed now in the Sunny South—the land of bright skies, the land of verdure, the land of

foliage and flowers. I could not but admire the wealth of foliage, of beautiful trees, which met the eye everywhere as we passed along, onward to this hospitable city of yours. I think I never knew such splendid profusion of leaf and flower and richly scented odors as met us on our way, and our reception here has been in harmony with the charms of nature through which we passed. I feel that we are here among friends, not among strangers. Such is the impression made upon my mind by the warm and cordial welcome we have met; and although many of us have never met before, and though we come from widely sundered parts of this great continent, yet we are all at home, we are all one—one in sympathy, and aim and effort—in this great work in which we are engaged, all interested more or less directly in the elevation and amelioration of that large class to whom in God's Providence the sense of hearing and the faculty of speech have been denied. I look forward with pleasure to the result of our gathering here. I know that in the olden time wise men came from the East. The representative of the East here to-night does not profess to be a very wise man, and he has not come to impart but to receive wisdom and instruction. And I expect from our gathering here such stimulus and refreshment, such enlargement of view in regard to the work in which I have been engaged, that I shall go back to my old field in Nova Scotia more earnest and resolved than ever to devote myself heart and soul to this work, and, I trust, better qualified to perform that work in the future than I have been in the past.

It would not be proper for me to detain this audience with any lengthy remarks. I will not touch upon the general subject of the education of the deaf, because that has been dealth with in a most comprehensive manner by the distinguished President of the National Deaf Mute College at Washington. I might say, in speaking of another country and another government, that while we may not be equal to your own country in the provision made for the education of the deaf, and while I acknowledge heartily and freely the noble example which the United States of America has set to the civilized world in this matter of Deaf Mute Education, still I would like you to know that in Canada we are endeavoring to carry out this work as efficiently as we can. I know that in the Upper Provinces there is very good provision made for the education of the deaf. In the Lower Provinces that provision is not quite so full, not quite so liberal; but, considering the resources

of these Provinces, it is at all events respectable, and the outlook for the future is hopeful.

The little Province of Nova Scotia, was, I believe, the first in the British Empire to acknowledge through its Legislature the claims of the deaf and dumb. I think it is worthy of note, that this small Province should be the first in the Great Dominion of Canada to accord educational privileges to its deaf and dumb. I think among the larger Provinces there had been some earlier movement in that direction, (probably a school in Montreal was opened before that in Halifax,) but the first legislative action in Canada for the education of the deaf, was taken by that little Province of Nova Scotia, which I am proud to represent here to-night. That land is not a land of frost and snow and ever-enduring cold. It is a land associated with some of the brightest and best productions of modern literature. We all know the sweet and touching story of Evangeline. I come from the home of Evangeline, from far off Acadia, where "the murmuring pines and the hemlocks" of which the poet speaks, are to be found; and all that country from Grand Pre' on the basin of Minas, away down the lovely Annapolis Valley to the outmost shore of the Bay of Fundy, forming a magnificent tract of the finest pasture and upland, and an almost unbroken stretch of orchards bright, in summer time, with the efflorescence, and fragrant with the scent of apple blossoms. So that Nova Scotia is associated in my mind with things most bright and pleasant, not the least of these being the bright faces, warm hearts, and intelligent heads of my little pupils. We are so far apart that we have little or no opportunity to make each other's acquaintance, but I think if you, from this grand old State of Mississippi, were to favor us with a visit in our Northern land, you would find that our hearts are not as cold as our winter snows, and you would probably discover that after all there is little or no difference between those who live under your government and those who live under the government to which I belong. We are one in blood, one in language, one in faith, one in the traditions of a noble past, and although we are not one in forms of government, I trust we can and will be one in the onward march of philanthropic enterprise in connection with the education of the deaf, and all other movements which elevate, enrich and glorify a nation's history.

Calls of Connor! Connor!

Prof. W. O. Connor, of Georgia, said: I don't know why

I should be called upon to make any remarks, because I have never made a speech, in fact have never tried, and could not make one if I tried. I can say this, however, and say it truly: I consider it not only a pleasant privilege but an honor to thank you for the cordial welcome that has been given to the members of this Conference, and for the generous words of sympathy and encouragement that we have had offered us here to-night. You know it is a good thing to praise men occasionally. It affords them encouragement and does them good. We expected a welcome at the Mississippi Institution, as most of us have known Prof. Dobyns here for years, but we did not know what a Mississippi welcome was until to-day. A little more than twenty-five years ago I was in your city as a Confederate soldier, and a comrade of mine, one of my best friends, laid down his life on the ramparts of your city in its defense, and now rests somewhere here, in that bivouac of the dead, from which the final reveille will call both friend and foe.

Coming in this morning I was astonished to see the vast improvements that had been made since I was here twenty-five years ago. I did not expect to see it. While taking a stroll this afternoon I actually got lost, and it took me sometime to find my way back to the Institution. I was greatly surprised to find the grand Institution which you have reared here in your midst, and I feel sure that my friend Dobyns there is entitled to some of the credit of it, as well as the generous people of Mississippi. We of the South know that the Southern States have, in may respects, been behind other sections of the country in providing for their defective citizens, but rapid progress has been made within the past few years, and I hope at no very distant day, all the Institutions of the South can compare favorably with those of any other part of our common country. I am very proud as a member of this Conference to be here, and I am proud particularly as a Georgian to be here. I expect to gain great benefit from this meeting, and I know we will all go away feeling glad that we have come. I thank you again.

Dr. Gillett said: Allusion has been made to the fact that we have in our midst, Prof. Bell, the inventor of the Telephone. Prof. Bell has a more honorable distinction than the inventor of the Telephone. Before he invented the Telephone, he had the great honor to be an instructor of the deaf, and at one time a Principal of a school for the deaf, and, I am sure all the deaf here as well as those who

are not deaf, would be glad to hear from Prof. Bell, and now I will ask you, Mr. President, to call for him.

Dr. A. Graham Bell, introduced by the Chairman, said:

MR. CHAIRMAN AND LADIES AND GENTLEMEN:—I cannot claim the honor of being a superintendent or principal of an institution for the deaf, and I have therefore no other right to be present at this convention than that which springs from interest in your work, and from the courteous invitation that has been extended to me. I must thank you for having remembered that I was once a teacher of the deaf, and that I am still anxious to co-operate with all who are laboring in this great field of usefulness. We have been told that no less than 8,000 deaf children are to-day under your charge; but we have not been told how many are growing up in ignorance outside of your institutions. Eight years ago, in 1880, the census revealed the presence in this country of 15,059 deaf children of school age at a time when you had only 5,339 in all your institutions put together. Why should so many be allowed to grow up without instruction? America is liberal to her deaf children. She provides institutions second to none in the world, and furnishes them with good teachers. Indeed the average of intelligence and culture among the teachers of the deaf in America is probably greater than in any other country. We are not restricted in our methods of instruction. Nearly all the methods that are in use elsewhere have their representatives here. The gesture method of France, the oral method of Germany and the manual method of Great Britain, all exist in their purest forms in America, and in addition we have differentiated an auricular method of our own for the semi-deaf. In our country the Frenchman, the German and the Briton forget their mutual animosities, and settle down peaceably side by side as Americans. So, too, with their methods of instructing the deaf. The old animosities are things of the past; the bitter feelings, the acrimonious discussions, the mutual misunderstandings of a few years ago no longer exist. In America the advocates of the most opposite systems recognize the grand fact that all are working for the same great end, and they meet in friendly conferences like this and seek by argument and discussion to separate the right from the wrong, the true from the false. From this spirit of discussion progress must be evolved, but there is a want which I trust some of you will perhaps take into practical consideration. We want a means of testing the results of our systems of instruction. We want statistics to show

these results. When I come to examine the discussions that have taken place in our conventions of teachers, I am surprised to find the same differences of opinion that existed one hundred years ago. The same arguments have been brought forward and discussed and rediscussed without being settled in all these years. They are more likely to be settled in America than in any other country, for teachers here have learned to meet together in harmonious conventions, and the animosities no longer exist that prevented progress in the past. On the contrary, there is a growing spirit of co-operation between teachers of opposite views, and year by year our discussions become more courteous in tone, and therefore more prolific of good.

I would earnestly recommend to the members of this Conference the advisability of establishing in America a bureau of statistics relating to the adult deaf. We want statistics that will show the influence of our methods of instruction upon the after-life of our pupils. How far have these methods been instrumental in elevating the social condition of our pupils? How far have they been successful in restoring them to society? To what extent do the deaf in adult life communicate with the hearing world, and the hearing world with them? To what extent do they read books? Multitudes of opinions have been expressed on these points, but they amount practically to nothing, for we have no facts. There are no statistics extant, so far as I know, from which we can safely generalize. We want statistics, also, relating to the results of industrial education. How far do the deaf in adult life follow the trades and pursuits they have been taught in the institutions? To what extent has their industrial education been of value to them in facilitating their acquisition of a means of livelihood? How far has it increased their wealth-producing power to the States? These are all questions that at present we cannot accurately answer, and until they are answered we cannot hope to reach a final solution of the disputed points relating to the education of the deaf. Still, much progress undoubtedly has been made by free discussions in our conventions, where the most opposite views are presented, and frankly yet courteously advocated. As a consequence of this moderate and courteous discussion, a growing spirit of eclecticism has become manifest, and we are slowly evolving an American type of school and eclectic methods of instruction. Why is it, then, that, with all these evidences of progress and liberality, so many deaf children are still left to grow up in ignorance and depend-

ence? To my mind the statistics of the census indicate a defect in our methods of reaching the deaf. The Institution plan, necessitating the removal of the children from home, is opposed to the natural instincts of the parents. No increase in the number of our institutions will, therefore, remedy this evil without a law of compulsory attendance. It is a hard thing for a mother to part with her child, and though the rights of the community must of course have precedence over the rights of individuals, I do not think that the community has a right to demand the compulsory education of a deaf child at an institution unless it can be clearly shown that the education of the child necessitates removal from home. The remedy is to be found, I think, in the extension of the day school plan wherever practicable. Compulsion might perhaps be justly applied in cases where the parents could be given a choice between a day school and an institution.

I trust you may be able to devise means for bringing under instruction all those deaf children who are now growing up in ignorance, a source of unhappiness to themselves and friends—a burden and possible danger to the communities in which they reside. May you be able to bring them as you have raised others from depths of ignorance lower than that of the savage, to the intellectual level of their race! May you teach them, as you have taught others, to be honest, industrious, self-supporting citizens, a comfort and support to their friends and sources of wealth to the States.

I deem it a privilege to be permitted to join you in your deliberations, and I must thank the members of this Conference for their cordial invitation. I must also thank the Trustees and Superintendent of this Institution, and his Excellency the Governor of this State for their kindly welcome to Mississippi.

Supt. Dobyns moved that a Committee on Credentials be appointed by the Chair. The motion being seconded was carried, and the Chair appointed Superintendents Dobyns, of Mississippi, Gillespie, of Nebraska, and Terrell, of Florida.

Dr. Gallaudet moved, and it was seconded, that a Committee on Permanent Organization be appointed by the Chair. The motion prevailed, and the Chair appointed Dr. E. M. Gallaudet, of Washington, D. C.; Superintendents Wiston Jenkins, of New Jersey; Jno. W. Swiler, of Wisconsin, and Dr. Thomas L. Moses, of Tennessee.

Principal Job Williams, of Connecticut, moved and it was carried, that a Committee on Business be appointed. The Chair appointed Principal Job Williams, of Connecticut, Superintendents F. D. Clarke, of Arkansas, and E. B. Nelson, of Central New York.

Dr. P. G. Gillett moved, and it was carried, that the Conference take a recess for a few minutes pending the cossultations of the various Committees.

The Committees being ready to report the Chair called the Conference to order, when the following reports were received and adopted:

Chairman Dobyns, of the Committee on Credentials, reported the following persons as recognized members of this Conference:

ACTIVE MEMBERS.

Rev. J. G. Brown, Principal W. Pennsylvania Institution.
J. L. Noyes, Superintendent Minnesota Institution.
J. Scott Hutton, Principal Nova Scotia Institution.
Philip G. Gillett, Superintendent Illinois Institution.
E. M. Gallaudet, President National Deaf Mute College, Washington, D. C.
N. F. Walker, Superintendent South Carolina Institution.
S. T. Walker, Superintendent Kansas Institution.
F. D. Clarke, Principal Arkansas Institution.
J. W. Swiler, Superintendent Wisconsin Institution.
Weston Jenkins, Principal New Jersey Institution.
Isaac L. Peet, Principal New York Institution.
W. O. Connor, Principal Georgia Institution.
Job Williams, Principal American Asylum, Hartford, Connecticut.
Miss Ellen Barton, Principal Day Schools, Portland, Maine.
E. B. Nelson, Principal Central New York Institution.
John E. Ray, Superintendent Colorado Institution.
John Jastremski, Superintendent Louisana Institution.
J. A. Gillespie, Principal Nebraska Institution.
G. L. Wycoff, Principal Iowa Institution.
M. T. Gass, Superintendent Michigan Institution.
Park Terrill, Principal Florida Institution.
T. L. Moses, Principal Tennessee Institution.

J. R. Dobyns, Superintendent Mississippi Institution.
J. N. Burt, Principal Indiana Institution.

The following persons were reported as

HONORARY MEMBERS.

Hon. L. A. Procter, Wisconsin, Member of Board.
Hon. S. R. Capps, Illinois, Member of Board.
Mrs. J. G. Brown, Western Pennsylvania.
Mrs. P. G. Gillett, Illinois.
Miss Grace Gallaudet, Washington.
Mrs. F. D. Clark, Arkansas.
Mrs. Jno. W. Swiler, Wisconsin.
Rev. Dr. Thomas Gallaudet, Rev. A. W. Mann, Rev. Job Turner, } Church Mission to the Deaf.
A. Graham Bell, Washington, D. C.
Mrs. J. R. Dobyns, Mississippi.
Mrs. S. R. Capps, Illinois.
Mrs. S. T. Walker, Kansas,
Mrs. M. C. Young, Teacher, Mississippi.
Miss M. McGann, Teacher, Mississippi.
L. W. Saunders, Teacher, Mississippi.
J. W. Scott, A. B., Teacher, Mississippi.
A. Kearny, Teacher, Mississippi.
W. A. Jordan, Teacher, Mississippi.
Miss E. Cabaniss, Matron, Mississippi.
J. E. Rogers, Foreman, Mississippi.
Mrs. Addie Rogers, Matron, Mississippi.
Miss K. Swann, Teacher, Mississippi.
Major D. N. Barrows, President Board, Mississippi.
S. S. Carter, Secretary Board, Mississippi.
Rev. Jno. Hunter, Member Board, Mississippi.
Col. H. M. Taylor, Member Board, Mississippi.
Gov. Robert Lowry, Ex-Officio, Member Board, Mississippi Institution.
Judge S. S. Calhoon, Member Board, Mississippi.
Robert Hazelett, Vicksburg, Mississippi.
Isaac Reese, Vicksburg, Mississippi.
Miss Lula Wharton, Jackson, Mississippi.

Dr. E. M. Gallaudet, Chairman of Committee on Permanent Organization, made the following report:

For President, Supt. J. L. Noyes, of Minnesota; for Vice-Presidents, W. O. Connor, of Georgia; J. Scott Hutton, of Nova Scotia; Miss Ellen Barton, of Portland, Maine; for Secretaries, S. T. Walker, of Kansas, and J. R. Dobyns, of Mississippi.

The chair appointed Dr. E. M. Gallaudet and G. L. Wyckoff to escort President-elect Noyes to the chair.

Mr. Noyes, President-elect, being escorted to the chair by Dr. E. M. Gallaudet and G. L. Wyckoff, made the following remarks:

MR. PRESIDENT AND MEMBERS OF THIS CONFERENCE: I thank you very much for this expression of your confidence in me, and I accept it, not because of anything I have done or can do, but for the sake of the work in the State of Minnesota which I here represent in this Conference. It has been my pleasure to preside over larger bodies than this —I believe the roll of active members amounts to twenty-two—but I assure you that I have never appreciated an honor that has been conferred upon me any more than the one just received this evening, and while we have listened to such eloquence from our brethren in the profession and from those who have welcomed us here on this occasion it will hardly be expected of me to say anything except as an introduction to what has been prepared for us. I desire, however, to call your attention to one or two points. First, where could we have been more favorably convened on this occasion for the work that is before us in this Conference, than in the beautiful city of Jackson, Mississippi, where we have already, by what we have seen and heard this evening, got a glimpse of what in our distant homes we conceived to be 'the New South?' Here we see the life, the activity, the energy that our friends in this section of country are putting forth, not only businesswise, but in educational work also. We have had five such gatherings as this heretofore on this continent, and only five, and not one of these has been within that portion of our land called the South, and judging from what I have seen and what I have heard I am glad that we have this meeting here within the limits of this land of activity, sunshine and flowers, that we all may receive something of that quickening, that inspiration, which naturally will follow a meeting like this and the deliberations which are before us. And was it not evident by what was said this evening that that was the thought in the mind of the honored Trustees and Superintendent of this Institution, and in the mind of His Excellency, the Governor of this State, when they sent out the cordial invitation for us to gather here on this occasion! And I think that we will not be derelict to our duty; that we will not in our devotion to pleasure, neglect the great and important duty that has brought us

together upon this occasion. And let me remind you that all our States have eyes upon us. They expect to hear good reports from our work; but with what eager epectations will our deliberations be followed and the results we arrive at be watched by our friends in the New South. Let us then bring forth our golden efforts and our golden thoughts that here we may set to work, trains of thought and influences, by our discussions, which shall be a blessing to this Southern land.

It is a good criterion by which to judge the civilization of any land: how do they care for their unfortunates? We have heard something concerning the contract system of convicts in the Southern States. We are glad to learn that that system is passing away and that they are giving more time and thought to the deaf, and to the blind. We trust this work will be greatly enlarged and greatly improved by what we shall do in our deliberations here. Let us, then, so act that when we go to our several places of abode we shall leave behind us a rich and lasting blessing. For the good citizens residing here in this beautiful city I can think of no more proper wish than that you may realize what we in Minnesota realized after the adjournment of the Fifth Conference in Faribault four years ago, that nothing but pleasure, profit and satisfaction followed the Conference from that day until this. Never have I heard one word or one intimation but that of blessing, blessed privileges and blessed results from the Fifth Conference, which was held in Faribault, Minnesota, four years ago. And without adding anything further, gentlemen, I ask you to bear with the Chair, for I shall endeavor to hold you true to the line in the work we have before us, and I ask your aid that we may conduct the business of this Conference in a becoming manner; and I hope we may go home after this session with hearts aglow in this work, with minds better prepared, and with a new determination to push the work forward. And now, for the business that may come before us, the Chair is prepared to give it careful attention.

Dr. Gillett moved that the Committee on Honorary Membership might add other names to the list from time to time at their discretion. Carried.

The Chairman of the Business Committee, Mr. Williams, suggested that the meeting to be held on the following Sabbath be devoted to the discussion of the subject, "Morals and Religion in their Relation to the Education of the Deaf." This suggestion was concurred in by the Confer-

ence, and Dr. Peet, of the New York Institution, was appointed to open the discussion.

Superintendent Dobyns announced that there would be services in the various churches of the city at 11 o'clock Sunday, to which the members of the Conference were invited. It was also announced that there would be a lecture in the sign language, in the Institution chapel, at 9:30 o'clock Sunday morning.

Chairman Williams, of the Business Committee, requested that all papers that had been prepared be reported to the Committee before Monday's session.

It was moved and carried that all letters from absent members be handed to the Secretary to be reported to the Conference on Monday morning.

On motion, the Conference adjourned, at 11 o'clock P. M., to meet at 3 o'clock P. M. on Sunday.

SECOND DAY.

SUNDAY, APRIL 15, 1888.

President Noyes in the Chair. The President appointed as interpreters Mr. Clark, Mr. Wyckoff, Mr. Swiler and Mr. Ray.

President Noyes remarked: It may be very natural for our friends who live here in Mississippi to inquire why we have a session on this Sabbath afternoon to consider the subject of the moral and religious instruction of the deaf. This is a question that in some of our States is the cause of considerable debate, and has been by some men, perhaps chiefly politicians, very warmly discussed. I know of two or three instances in which legislatures have taken it upon them, inasmuch as these institutions are supported chiefly by funds from the public treasury, to vote the Bible and religion out of all State institutions. Those who have been the strongest advocates say that with regard to schools for the deaf this law cannot with propriety be enforced. Those who are familiar with our work are aware that the teacher of the deaf stands very much in the place of the parent and pastor. Even parents themselves often say they are unable to communicate to them that moral

and religious instruction that is essential to form good character, and the pastor is even farther removed from such children than the parents. Now moral training is being recognized as essential. It is recognized as a more important element than a few years ago. Some eight thousand children, as we were told last evening, are under instruction; it is absolutely essential that we lay the foundation that will make them good citizens. That foundation is not merely education; it is broader, deeper, wider and higher than that. Moral and religious education must be given. Now, then, with that point before us, it seems to me eminently proper, as we are gathered here from different States and representing different institutions, that we should come together and present to the friends of this cause, and to the delegates from different parts of the Union, the methods and some of the results of our work, that they may see what we are doing in this line of work; for if there is an institution in our land of which it may be said emphatically Jesus Christ is the corner-stone that institution is the school for the deaf. You will understand of course that I have no intimation of anything like denominationalism or sectarianism. There is a field broad enough for us without going into that where so much dissension would be roused. I think all of our institutions understand this, and the time has now come when the charge that has been made by some denominations that our schools are godless does not apply, I firmly believe, to the schools for the education of the deaf. We are taking a broad stand in regard to this, and I hesitate not, to say, that there are some features in our work for the education of the deaf which some of our public schools, and I might say public institutions at large, might employ with advantage. We can point with pride to the industrial element, to the moral and religious instruction which we impart to the deaf in these different institutions. But I will not detain you further than to give you this explanation; and now, with this thought before us, it is eminently proper that we should here all unite in asking God's blessing upon us in this work of trying to lift up by moral and religious instruction the children committed to our care. I will ask the Rev. President Woodward, of Tugaloo University, to lead us in prayer.

Prayer by Mr. Woodward.

Dr. Isaac L. Peet, Principal of the New York Institution, said:

LADIES AND GENTLEMEN; The question of the develop-

ment of the moral character of those who are immediately within the sphere of our influence is one of the most important with which we have to do. If we develop their minds—if we give them a knowledge of language, science and philosophy—if we make of them expert mathematicians, artists, artisans or even professional men, and fail in the paramount duty of making them understand their duty to their Father in heaven, our work is in vain. And every institution which ignores that paramount duty is so far failing in the great object of its creation. It is only upon this principle and upon this ground that we can look for the blessing of God upon our labors. It is only upon this principle and upon this ground that we can feel willing to give up everything for the sake of the good which we can do for these children of silence. Our relations to them, as the President has already said, are of a very peculiar character. They partake of the relations both of the parent and of the pastor. They bring to the uneducated deaf mutes who have been shut out by their misfortune from all knowledge either human or divine, and from all correct ideas of their relations to God and to His Son and to society, that which will alone assure to them usefulness, happiness and hope. No notions of their obligations and their relations to law ever come to such children before we implant in their minds the first thought of something beyond the mere physical existence in which they have their being. Their eyes look out upon nature, but yet in nature they do not see nature's God. They feel the resentments which come from injuries received, and when they retaliate, think that they are doing right because they are acting naturally. The natural man, which the Scriptures tell us is at enmity with God, is the moving principle of the uneducated deaf mute, and it is to such a being that we have to come and open the prison door and let the spirit free to commune with his Father in heaven and to receive light from above. The imprisoned mind, the mind in darkness, is the mind with which the teacher of the deaf has to do. Of course the first thing which has to be done in our institution is to give the simplest ideas. We begin with the concrete, and from the concrete we reach the abstract. We teach our new pupils the names of the objects around them; we teach them their qualities. We begin to converse with them through the signs with which they have become familiar and which are natural to them, and it is quite an advance that we have reached when we are enabled to give them the name of their Creator; when we can

spell to them with the manual alphabet, or write upon the slate the word GOD. It is a still further advance when we can teach the deaf mute that God is a spirit; and it is a most perceptible advance when we teach him that God loves him. When we have got to that point in an institution where the sign language is used, we can readily communicate to him from day to day the relations which exist between himself and Him who reigns above. Let me repeat a few words from the introductory portion of the late Dr. H. P. Peets' Scripture Lessons for the Deaf and Dumb, which have been published by the American Tract Society and of which several hundred thousand copies have been printed for young children that can hear and speak. The book begins in this way: "Some men are strong." "God is almighty." "Some men are wise." "God is all-wise." "Some men are learned." "God is omniscient." "We are weak, foolish and ignorant." "God is almighty, all-wise and omniscient." And so it goes on developing the character of God by contrast with the character of men. There have been established in our American institutions for the education of the deaf and dumb daily religious exercises in the chapel. We have a verse or two of Scripture written upon a slate. Every word is explained and the meaning of the passage given. So that the youngest child and the oldest come together and get an idea of the Creator speaking to them through His Holy Word; and, if the passage be judiciously selected, we can in our daily exercise in the chapel unfold from the Bible itself, in its simplest words, the great scheme of salvation. Day by day the children go into the chapel and have the Word of God explained to them in a way that they can understand, and then, in the school-room, the teacher asks them to write upon their slates the Scripture which was read to them in the chapel and converses with them for a few minutes upon it, and then when Sunday comes each child has a Sabbath lesson upon which his mind has been dwelling all the week. In our institution in New York we not only give them a certain part of the Scripture to commit absolutely to memory and repeat from memory, at first in signs and then in words, but we also give them special lessons, such as the little book already mentioned, and also sacred hymns. I have compiled a little collection—I wish I had a copy of it here—of hymns which are peculiarly adapted to the deaf and which they all commit to memory, one or part of one every Sabbath. Every child gets some of it. Some little children who have been with

us only four or five months will commit one or two verses of it to memory, and, in the course of time, gain a thorough knowledge of every hymn in that hymn book, and appreciate it. Then, in the Sabbath exercises we have a regular form of service in which all can unite. I will give you its order. First, the Lord's Prayer, in the repetition of which all the pupils unite with him who is officiating. Secondly, one of those hymns which have been committed to memory and which one of the classes, in its turn, is called to the platform to give in concerted signs; then the reading of one of the tables of the Decalogue, first by the manual alphabet and then by the sign language. Then a prayer by signs; then a sermon; then a short prayer; then the Doxology, beginning, "Praise God from whom all blessings flow," and finally the benediction. This is the course every Sabbath and the pupils enjoy the variety thus secured. As a merely formal routine, this service would probably accomplish comparatively little. But it can be made and often is made to raise the thoughts heavenward, and bring to the congregation of silent ones the most blissful experience. The teacher who thoroughly loves the deaf, whose whole heart is in the work, who thinks that their welfare for time and eternity depends upon their appreciation of what he says to them, cannot help being stirred to the very depths of his heart, and, if he understands their character, if he understands their modes of thought, if he understands the things that will appeal to their peculiar sensibilities, will present the truth in such a way that they will receive and respond to it. I have sometimes felt under such circumstances that I was not personally speaking to them, but that He, who sighed when he met the deaf mute and said, Epphatha, was speaking to them through me; no more would he let the deaf mute continue in his condition than he would allow any other suffering to exist for one moment in His presence during His grand progress through the land. It seems to me that that is one of the sublime points in our Saviour's life, that no suffering could be near him for one moment. It disappeared at the magic touch of His divine nature, and all the accompanying evils disappeared with it. Blindness vanished and sight became restored when our Saviour met the blind man. All sickness and diseases discontinued in His glorious presence, and as then, so also now, He will not permit anything which tends to injure the human body or to affect the human mind in such a way as to cause sorrow and desolation, to exist as long as He has a single follower to carry out His will. So that

the teacher of the deaf mute has a divine commission as a minister of the cause of Christ, to go to the heart of the deaf mute and bring him to a knowledge of the Saviour who loves him and will make him wiser and better, and enable his soul to expand in the sunshine of His Father's love both here and hereafter. I can say that it is usual for deaf mutes under such influences to desire to confess Christ. Without any denominational influence, the deaf mute is brought to a knowledge of his relation to the Church of Christ. In what are called unsectarian Institutions there are various courses to be pursued. The State of New York requires by its constitution that every Institution shall be unsectarian, and the interpetation of that law is one of the difficulties of the situation in which the teachers of the Institution are placed. One teacher, who has a very good school for all ordinary purposes, contends that he must never have a prayer offered or a word of scripture read in the school, but says that he is willing that these children should go and attend churches which their parents may prescribe; and if they are living in the city within which this Institution is, then they may go home with their parents on the Sabbath, and their parents must take the entire responsibility. His truly is an unsectarian Institution, but he cannot bring the influences of which I have spoken to bear upon the minds and hearts of these children. Other teachers say that they will teach the foundation principles of religion, the love of God, obedience to his will, the neccessity of the Holy Spirit, Christ presented as an object of faith, Christ as an atoning Saviour, and after that children may become members when they leave the Institution of any church to which they choose to belong. There is, however, one circumstance that makes this an exceedingly embarrassing position. There is a denomination of Christians calling themselves the Only Church. They regard all who do not belong to their faith as in no manner members of the true church, and as being in great danger of having their souls lost forever. It is a conviction with them. They have no sort of doubt about it, and have the greatest anxiety with regard to those children who are being brought up without the knowledge of what they think to be the true faith. I honor their conviction. They believe in it, and to satisfy their convictions they have Institutions in New York where the religious worship is conducted in accordance with the forms of that exclusive church. Their unsectarianism, according to their interpretations of the law, consists in not

compelling the pupil to accept their tenets though they attend their religious services, and come under the influence of them every moment of their stay in the Institution. The interpretation of the law which I have formulated is that all the pupils ought to be permitted and encouraged to follow the wishes of their parents in regard to their religious connections. So I have been in the habit of conducting our older pupils, either personally or by deputy, to churches which represent the creeds which their parents respectively profess, and of acting as interpeter for the pastor who has undertaken to give them special instruction, and of giving them the opportunity of intelligently memorizing the portions of catechisim prescribed, and, under such influences, they have been brought into special relations to these different churches, without giving a sectarian character to the Institution. A number of our pupils have become members, in good and regular standing, of the Methodist, Baptist, Presbyterian, Episcopalian and Roman Catholic churches, familiar with their doctrines and conforming to their rules of faith and practice. It is in this way that we have succeeded in avoiding sectarianism on the one hand, and absolute non-recognition of the obligation to confess Christ in some churches bearing his name, on the other. One of the difficulties that we in New York have to encounter, is that there is in the city of New York a Roman Catholic Institution which has taken two hundred and forty pupils, who belonged specially to us, or would have naturally come to us but for the existence of that Institution. We have in our Institution, now, fifty pupils whose parents are Roman Catholics, but there is a strong effort on the part of many Roman Catholic laymen, both in public and private life, to prevent new pupils from coming to our institution, and many parents who would otherwise send their children to us, are, under such influences, deterred from so doing. Under these circumstances, a clergyman of the Roman Catholic church who has had great success as a teacher of the deaf and dumb in Canada, having organized a parish of adult Roman Catholic deaf mutes in the city of New York and having weekly services for them, has offered to come at stated times to our Institution, and meet our Catholic deaf mutes and give them a special knowledge of the truth as he believes it. There would be no worship and no chapel exercises, but he would teach them faithfully all that is to be given to them in that direction, and then they would of course go to the church with which he is connected and with which they are connected, and it would prevent all

difficulty in the way of retaining our Roman Catholic deaf mutes, of whom otherwise in course of time we might be deprived. This clergyman, the Rev. Father Belanger, says to me, that the deaf mutes in his church whom we have taught, without sectarianism, the principles and practice of religion have proved faithful to his church, and I do not know of a Roman Catholic deaf mute who under our influence has become a Protestant as we have been very careful in this respect. The question is now under advisement by our Board of Directors as to whether to accept this offer of Father Belanger or not. Whichever way they decide, I do not think that it makes any difference to any person who believes in sincere repentance of heart, forgiveness of sins, salvation through Christ and the influence of the Holy Spirit, and who thoroughly loves God and wishes to do His will and tries earnestly to follow that teaching which he believes to be right. I do not belive it makes a particle of difference, if, having these fundamental principles in which all of our pupils are instructed, he has a few additional ideas given to him, which are not inconsistent with and cannot take away from these other fundamental ideas, which will enable him to live right through the love of God.

The following paper was then read by Mr. J. Scott Hutton, of Haiifax:

RELIGIOUS NOTIONS OF THE DEAF AMD DUMB PREVIOUS TO EDUCATION.

The question as to the existence in the human mind of an innate idea or "consciousness of a God," or of a higher power or powers to whom we feel accountability, seems to me to relate properly only to the normal man, endowed with the full equipment of his physical and rational faculties, under the normal conditions necessary to their natural development. The intellectual or moral conditions of any *defective* class or variety of mankind cannot be accepted as adequate evidence as to the capacities or intuitions of the species. That some are born, for example, without the sense of smell, the power of distinguishing certain colors, or of time or tune in music, or the faculty of numbers, proves nothing against the fact that these senses and faculties are the inherent property of the race. In the same way, it appears to me, that whatever may be the facts as to the condition of the uneducated deaf mute in relation to the ideas of a God and of moral responsibility, they do

not really touch the merits of the enquiry as to the universal consciousness of the normal human being, as affected by the ordinary conditions of his environment. From this point of view we may look calmly and without bias at the results of observation on the intellectual and moral condition of this class, whether these seem to favor the doctrine of the intuitive consciousness of a Creator and Supreme Ruler of all, or the contrary. We are not to allow our anxiety for the safety of a theory, however grand and elevated in its character, however consonant to our deepest sympathies and highest aspirations, to undervalue or reject the testimony of fact and experience which may seem to conflict with its authority.

With this proviso I may try to give some of the *facts* as they have come under my observation and experience during a lifetime spent among deaf mutes, most of it directly in the work of these institutions. And, at the outset, I may state broadly that in the whole course of my experience I have never met with one uneducated deaf mute who seemed to have any consciousness of a Higher Power or Powers to whom he felt himself amenable. I have not met with one who had the idea even of a Creator or Maker of the world. Within the last day or two I have taken occasion to question about thirty deaf mutes, more or less educated and intelligent, on this and kindred points, and almost all give the same testimony, that they had no such idea—that they never thought of the world being made at all—that it never occurred to them to ask how the things around them, the earth and the heavens, came into existence, but imagined they had always been as they are. A few stated that they were unable to recollect anything of their ideas previous to instruction. I have had similar testimony in numberless instances in former years, and my experience in this respect, so far as I am aware, is that of all instructors of the deaf in Europe and America.

Occasionally you meet a case where there seems to be some notion of an unseen power taking cognizance of human conduct, but on inquiry you invariably find that this has been suggested by the efforts of parents or friends to give the child, *by signs or gestures*, some idea of God and of moral responsibility.

M. Berthier, himself a deaf mute, a man of remarkable powers, and for many years a distinguished professor in the Paris Institution, thus expresses himself: "It is possible that some deaf mutes may attribute certain effects, as storms, wind and hail, to a certain cause, and may figure

to themselves one or more extraordinary beings commanding the rain, the lightning and other natural phenomena, but a deaf and dumb person, without instruction, will never have a notion, even vague and confused, of a superior existence, whom it is his duty to love, revere and obey, and to whom he must give an account of his thoughts and of his actions."

M. Laurent Clerc, the celebrated pupil of Sicard and co-adjutor of Gallaudet, the founder of the American system of deaf mute instruction, also thus writes: "You ask me, if previous to my instruction, I had any idea of God, and of the origin of the world, or the beings and things it contains. The same enquiry has been made of me perhaps one hundred times, both in Europe and America, and my answer has always been that I had none at all; nor had I any of my soul, for it never occurred to me to seek to know what was that within me that thought and willed."

Another well educated Scotch deaf mute, a pupil of Mr. Kinneburgh, of the Edinburgh Institution, asserts that the deaf and dumb "have no idea of God, of the soul, and a future state—absolutely none. The thought never crosses their mind of the existence of a Higher Power, nor of an impending state of existence beyond the present, nor of that soul by whose impulse they move and act."

The notions of deaf mutes about the common objects and phenomena of nature resemble those of barbarous heathen tribes. Some of my pupils imagined that the sun was a fire carried round the sky by (of course) human hands, that when obscured by clouds these same hands opened them as a curtain to let the light and heat through to us on the earth, for which, one girl told me, she used to feel thankful to the men who did it. She thought they were good to do so. The clouds were supposed to be the collection of all the smoke from the chimneys of the houses. The rain was poured down by *people* in the sky, some thought out of numberless tubs or pails of water; others thought a perforated vessel or vessels of huge dimensions, others through holes in the sky existing for the purpose. Snow was flour, sprinkled down by human agency. Lightning and thunder was the firing of guns or artillery in the sky. One boy, who had somewhere got the notion of an old man with a long, white beard (a mental replica, probably, of Father Xmas) up in the sky, thought the thunder was a sign of his being very angry, and felt frightened. The moon is always an object of special interest. Most imagine they see in it the figure of a man

who seems to watch and follow them, some regarding it with alarm and trying to outrun it, or hide from it, others feeling simply curious and interested. One girl said she liked the moon, because she thought it was looking pleased at her, and following her because it loved her. Another had the strange idea that the moon was a dead human face, burnished to look bright, and carried over the sky every night by unseen hands. One young man, Angus McEachen, who was grown up before he first came to school, had the idea that there was a "man in the moon," who was put there for chopping wood on Sunday; a notion evidently suggested by some attempt to tell him about the man who was punished for gathering sticks on the Sabbath day. Another fancied the moon was the "boss," as it were, who directed the lighting up of the stars.

To most, the stars were candles or lamps, lit up at night and extinguished in the morning. Some supposed them to be fire flies flashing about as on earth. One said he was once shown a star through a telescope, and it looked so large he was frightened and ran away. Another had the fanciful idea that the stars were eyes of deceased friends looking down upon him, but this must have been derived from the attempt of his mother to give him an idea of what had become of brothers and sisters removed by death.

The rainbow was supposed, by one girl, to be made of great strips of colored ribbon placed side by side. This same girl, when asked how people came to exist—who made her father and mother, for example—said she imagined that they grew somehow out of the ground. She thought that the people who were buried grew up again fresh and beautiful, like plants or trees. In one case the sun and moon were thought to be the same object, looking different by day and by night. One girl (B. B. B.) thought her father and mother were grown up brothers and sisters, and that when she and her little brothers grew up they would be father and mother too.

Of death, generally they conceived nothing but that it was the end of man as of beast. Some, in the presence of the dead and the signs of mourning felt frightened, others simply wondering, others imagined they were asleep. One boy seeing an uncle lying dead, and supposing him to be sleeping, shook the corpse to awaken him, till stopped by bystanding friends. On seeing the remains removed and placed in the grave, he became frightened and ran away lest they might take and put him in the same hole. Strange to say, they hardly ever thought that they them-

selves would die. "All men think all men mortal but themselves."

Of a future state none have the remotest glimmer, apart from the efforts of friends at seasons of sickness and death to give some idea of a hereafter. Some have received the notion of the dead coming out of their graves again and going up to the sky. Others have been told of a fire down below where bad people were put. But of the soul as a distinct existence, surviving the death of the body, no uneducated deaf mute ever formed even the vaguest conception.

Of worship they could make nothing, either in the family or at church on Sunday. Most seemed to think it a kind of play, or something that had to be gone through, a matter of course. One girl fancied that the people dressed in their best and went to church to please the minister—to pass, as it were, a kind of dress inspection. (A notion, by the way, not confined apparently, in civilized society, to deaf mutes.)

It is conceivable that a community of deaf mutes gathered together in some limited area of the earth's surface, and separate entirely from intercourse with the rest of mankind, might, in the course of generations, develop some sort of *cult*, some rough system of jurisprudence, as an element in the new and unique type of barbarism or civilization, which would emerge from such an unprecedented experiment in human history, but it is certain that the *individual* has never yet done so. The uneducated deaf mute is thus the only human being who has no conception of a Creator or moral Governor, or of the nature and destiny of man—no form of worship, no sense of the infinite and the eternal—no ambition beyond the supply of his daily bodily wants, no hopes or aspirations beyond the present moment. As one expressed it to me the other day: "he never looked beyond to-day." The sensible horizon was the boundary of his life.

The sense of moral responsibility, of right and wrong, seems to be confined to the circle of parental approval and disapproval, reward and punishment. Certain actions bring approval or reward; certain others disapproval or punishment; the former are generally followed, the latter avoided, except under the overmastering power of temptation, and then punishment is dreaded. The fear of punishment seems to be their chief motive against wrong doing—of moral rightness or wrongness they do not seem to be directly conscious. To impress the evil of theft one boy

was shown by his mother the picture of a man hung for stealing. This affected him greatly, operating as a powerful deterrent.

The lack of language differentiates the deaf mute from the rest of men. Language is the chief source, instrument, and treasury of thought. The wealth of tradition inherited by the race from this source, added to the product of the energy and growth and experience of each living generation, prevents the loss of essential truth, the decay of the intuitions, and the possible extinction of such elements of the normal consciousness as the idea of God and of moral responsibility. In the deaf mute these are dormant, without conscious life. The slumbering grain of wheat in the Egyptian mummy-case, lying dormant for three thousand years, placed under the proper conditions of growth, develops its latent vitality, springs up and brings forth fruit. Even so, the slumbering powers and latent faculties, and unused intuitions of the deaf mute are quickened into conscious being under the genial influence of social intercourse and instruction through the instrumentality of language. Hence, no difficulty is found in conveying these fundamental ideas to the mind of the mute. They fit into his nature, they meet a want of the soul. The deaf mute is no agnostic, no skeptic. He never cavils at the idea of a Creator or moral Governor, of the soul, or a hereafter. Unaided, untaught, he never originates such conceptions, but when presented he opens his heart to them almost as naturally and spontaneously as the sleeping flowers to the morning sun.

Mr. Hutton asked: How in the large Institutions, such as the one in New York, and the one in Illinois, how do you secure your uniformity in religious teaching? By what means do you exclude what is distinctly sectarian in teaching? How, for example, does the Principal and Superintendent know that there is no such teaching in any of the many schools that come under his supervision? Is there any form of text book for religious instruction placed in the hands of the teachers, which they are expected to follow? I would like some information on that point if it is in order?

The President called on Dr. Peet to reply to Mr. Hutton. Dr. Peet said:

The writing of the scripture upon the slate every morning and the explanation of it, is in our Institution done by one person, and have one usually a day to about half the pupils. We have two sessions of school a day, and the

teacher who explains at the other session generally follows in the same direction. Then in my experience it is understood that the lessons are given out by the Principal for each class. When we come to examination from time to time we can easily tell whether the teacher is following that general principle laid down for the guidance of the teachers and for the instruction of the pupils.

Mr. Hutton: Does the religious instruction, specially the Scriptural instruction, form a part of the daily time-table of any class? Am I to understand that the religious instruction is confined to the daily exercise at morning worship, and to the Sunday? or is there instruction given also during the usual class hours in the various classes?

Dr. Peet: Always on the Monday after Sunday a very full examination is given, and full conversation is had upon the topics of the Sabbath School lesson the day before, and the scripture which has been written and explained in the morning is given from memory both in signs and in writing in the class room after they return.

The President called on Dr. P. G. Gillett of Illinois, to give his views. Dr. Gillett said:

The question of denominationalism and sectarianism don't trouble me a particle. I don't care if all the teachers in the school who are Presbyterians teach real good downright Presbyterianism. There is enough truth in any of the evangelical denominations to save the whole world, and the churches that are good enough for their parents, are good enough for our pupils. I say to my pupils, and have for years said to them positively, and unequivocally, that the separation of families, the division of families, between different churches and denominations is absurd, unless there are some special personal convictions that an intelligent person feels moved by to make different relations. I teach my pupils that in every nation whosoever feareth God and worketh righteousness is accepted of him, and whatever of denominationalism may be in that, or whatever of sectarianism may be in that, let the world make all thefuss it pleases, I will continue teaching it. I will teach Catholic, Methodist, Episcopalian, Evangelical, Universalist, Diagnostics, black and white, what Christ taught Nicodemus, "you must be born again." Now, Mr. Chairman, let us not make a man of straw to knock down on this subject of denominationlism and sectarianism. People look for a man to be honest, frank and sincere in what he does, and in his views, and nobody so far as I know ever

cries about this sectarian or that denominational teaching. That is, to the best of my observation. I have had no trouble from Roman Catholics, and have had a great many of them, but I would not allow the child of a Roman Catholic to join some other church while at the Institution, but I would do my utmost to induce a child to join the church of his parents. When he is converted and has the witness in his heart that he is free of guilt and made a new creature, he needs to become a member of the church and have all the helping influence thrown around him that can possibly be brought to bear, and all the aids he can get. Nothing gives me greater pleasure than to go with my pupils and assist in their being received into their various churches. One of the happiest days of my life was, I think, about four weeks ago to-day, when twenty-five of my pupils ranged themselves in front of the platform to receive the ordinance of Holy Baptism. There were present, clergymen of several different churches on that occasion. Those young persons gave satisfactory evidence upon due examination, of having received a preparation of mind and heart to receive the ordinance of Holy Baptism, and in due course of time they will be received into their several churches. That was one of the most impressive and satisfactory scenes of my life. Upon my return home in a few Sundays, I hope to witness just such a scene again. Some of my pupils belong in families where immersion is recognized as the only valid means of baptism. A few days ago I went with one of the young ladies of our Institution, accompanied by her father and mother, to the church for her to receive the ordinance of baptism by immersion. And I would gladly do that again. I have no fear on this subject. I take the broad ground that a deaf mute needs all the help from society, whether in the Institution or out of it, all the help he can possibly get to lead a just and holy life. If you stop to consider that very nearly all the allurements to vice and wrong are directed to the eye,—and who has a sharper and keener eye than the deaf mute? —then if you further consider that very nearly all the restraints against vice are directed to the ear, and who has so little opportunity of availing himself of these influences that combat vice as the one who is deaf?—you will forcibly perceive that he needs all possible aids. He is, compared with us, at an immeasurable disadvantage. Ninety-nine one hundredths of the allurements to wrong presented to him, and ninety-nine one hundredths of the restraints against wrong are taken away from him. Every

influence that could possibly be thrown around him to help him he ought to have. There is plenty of Christian charity among men that can give them influences that will lead them to better and holy lives, and the church of God is the chief instrumentality in the world by which that is given to men. Mr. Chairman, we will never devise a better plan than that which God has presented to us in the Christian church. When I say the Christian church, I mean the whole family in heaven and on earth It don't make any difference about the particular garbs that a man wears, or how tall he may be, or the cut of his coat, or how broad his hat-brim may be, or to what particular formula of language he may subscribe: the church of God embraces all who believe in him.

Now, ladies and gentlemen, I ask you to consider seriously, that no persons are more properly the helpers of the deaf mute after he leaves school than the parent and familiar friends. They are naturally and properly his helpers. Now would it be too much to say that the individual, whether in the Institution or out of it, who would proselyte them from the faith, religion and church of their families, or would swerve them from the faith, religion and church of their families, is depriving them of the most helpful influence they can have; and am I saying too much when I say that the genuine, sincere and honest friendship for the deaf mute of such an individual is a very questionable quantity. Hence I have no hesitation in saying to the deaf: it is your duty to go with your parents and worship with your parents and abide by the faith of your parents. That is a trivial question whether immersion or sprinkling is necessary to properly receive the ordinance of baptism, or that this, that, or the other dogma, is a matter of very little consequence when you have a new heart, and are converted to God, and if you truly confess your sins to Him all the confession you make to others can do you no harm. As to the particular order of religious instruction in our schools, I will not speak, that having been pretty fairly gone over this afternoon. I have no doubt they all read the Scriptures on the Sabbath as we have a regular Scripture reading at our school.

Prof. Dobyns: I am glad to see that the Doctor keeps up his reputation in regard to the sectarian question as he does in regard to everything else. We never heard of anything troubling the Doctor. I want to say that Dr. Gillet has in his charge over five hundred pupils.

Mr. Weston Jenkins, of New Jersey: I have listened

just now, as I always do listen when I have the opportunity of hearing the honored head of the Illinois Institution, with much of that peculiar pleasure which the honest rustic expressed: "Not that I always agree with him, but I du like a man that ain't afeared." While I do agree with much of what the Doctor has said, I think there is a side of this question which has been rather overlooked this afternoon. Just as in the history, the philology, the mythology of a century ago, research was hardly attempted beyond the limits of the white races, the children of light, leaving out the account of what had been said and done by the other great branches of the human family, so in the remarks of the three eloquent doctors who have preceded me this afternoon, everything has been treated from the point of view of the Evangelical denominations.

Now, the Evangelical denominations, although eminently respectable bodies, (as I am glad to say, since as I belong to one of them,) are not, by any means, the whole public, nor have they, under our laws, and in our present state of knowledge, any legal or moral right to have their peculiar tenets made the basis of instruction in Institutions which, like ours, are supported by public money, and filled with pupils representing every race and creed. I yield to no one, sir, in my sense of the importance of moral and religious training. I hold, and I think that we shall all agree, that our work of education consists in a complete and symmetrical development of the manhood and womanhood of the pupils entrusted to our care. Thinking thus, and agreeing with the dictum of Matthew Arnold, that "Conduct is nine-tenths of life," (perhaps I should be inclined to make it ninety-nine hundredths,) I hold teaching which makes character, vastly higher than that which has no other end than intellectual attainment. All teaching ought to be distinctly moral in its tendency, and even if religious doctrine be not inculcated, the religious spirit should be carefully cultivated. By the religious spirit I mean the feeling of reverence and humility in the presence of what is great and good, and the impulse to act out in our lives, what we advise, as abstract principles. To illustrate by Scriptural quotations: "Whatsoever things are honest, whatsoever things are pure, if there be any virtue, and if there be any praise, think on these things." "He that ministereth, let him wait on his ministering, or he that teacheth, on teaching. Abhor that which is evil, cleave to that which is good."

How far religious dogma may be safely and properly taught is not a question that can be settled in a conven-

tion such as this in any way that will apply to all our Institutions. The State of New Jersey, which I have the honor to represent in an humble way here, has enacted that no portion of its school fund shall be devoted to any school in which sectarian instruction is given. The school for deaf mutes is supported from that school fund, and the interpretation which has been placed in New Jersey on the term "sectarian instruction" differs very materially from that given by the gentleman from New York.

If there are other States in which there is no such legal restriction, and in which there is a virtual unanimity of religious belief, it may be entirely proper that an Institution in such a State should teach the current religious system. When the restrictions spoken of exist, I think it the duty of the management of an Institution to assist and encourage in every way the efforts of the various religious bodies to instruct in their respective creeds the pupils on whom, through the membership of the parents, they have a claim. What I object to as unjust is the view that we may properly teach to any of our pupils, with the money and under the auspices of the State, religious dogmas which the parents of those pupils would repudiate. In this respect I think that all parents have equal rights, whether they belong to Evangelical denominations or whether they be Jews, Turks, Heretics, or Infidels. I am confident that, by care and discretion, the problem may be solved in every case, and that moral and religious instruction may be provided for all, without infringing on the rights of any.

President Noyes, addressing the audience:

We are not going to let you get very weary, because we have a very important and very interesting exercise to come off in this room this evening, and a very short time still remains, and we want to hear from a very few more, and they will take a short time in addressing you. If any one has any question to ask as to the moral and religious condition of the deaf after they leave school, which, I think, is one of the great questions under consideration, he has the opportunity now. The children while they stay in school do not suffer, I feel sure, for any moral or religious training and watchful care, but when sent out into the world without any one who can reach them publicly or preach to them, they drop away in some instances, and it is a wonder to me that more of them do not fall away than do. I am afraid our brother here who has got so many Methodist helpers to come out to the Institute and aid

him will find some falling from grace after they go out into the world.

Dr. Gillett: I believe some of them do fall.

Mr. Gillespie, of Nebraska: I believe if the heart is once changed it will stay changed. If they are once converted thoroughly they will do all right.

President Noyes: That is theory.

Dr. Gillett: And practice, too.

Mr. Gillespie: The uneducated deaf mute is a dangerous man in society, and the educated deaf mute, without this moral and religious training, is a more dangerous man. Now all of our Institutes which have been represented here to-day have this moral and religious training. Our own State has this same general course of instruction which has been outlined by Dr. Peet and Dr. Gillett, and about the ideas of the uneducated deaf mute about God, I had a pretty good illustration a few days ago. We have in our school a young man who vibrates between the Iowa and Nebraska Institutions. I found him last winter in a hut down in the river bottom. He is about nineteen years of age and is thoroughly ignorant of everything, and he argues that it is right to steal. He begs part of his keeping through the winter and steals the rest of it. And the question came up a few days ago about the right and the wrong of stealing. He says: "I want work, he gives me no work, I am hungry, I take bread." He says, "that is right." I asked him where he would go to after he died. He says, "Up there [heaven] yes; down there, [hell] no." He argues that question right straight through until the point comes up, if he can't get his food by honest work it is right for him to steal it. The moral point he is not familiar with, that comes in right there. He says he will not be punished for stealing if he can't get work. There is logic in it, whatever you may say. The boy is an ignorant boy; he cannot write at all. He has sense enough to know if he can't get work, and he is hungry, and bread is there—it is his bread. He must have it. He don't see the wrong in it. This is the moral training which we give. We will train that boy after a while to see the difference.

Our morning lecture is given by the Superintendent, and a passage of Scripture is taken, outlined and explained; a general little lecture given, opened by prayer, closed by the Lord's Prayer. Have Sunday-school in the afternoon and prayer-meeting in the evening. I have had some of the good experience that the doctor from Illinois has had.

I have had a number of these children to join the Baptist Church and the Methodist Church. Some of them put under the water, and some had the water put on them. It makes no difference to me, if they are satisfied, if the pupil is satisfied. Denominationalism up there does not trouble us at all. I have had Catholics in the school, and all denominations represented. The Catholics have given us no trouble. If the priest wants to come, that is all right. If a child is sick and they want a priest to come to see him, he can come. That was done some time ago; a Catholic priest was called; I think it is proper. We would confine our State Institution to no narrow-minded features. There was a question propounded by Mr. Hutton: how we find out what is being done. I know of a little illustration about that. A boy did not return to school and I did not know the reason why. He told me he was not going to come that year. He told one of the boys, "My father does not like that school—they teach me about the Luther." And I inquired into the fact how it was that he was taught about the Luther. I inquired of his teacher what sectarianism he had been teaching the boy. He said he could not remember anything of the kind. He said, finally, I do remember in one of my lectures saying something about Luther, and when we came down to the class-room he asked me "was Luther a good man?" and I said, "Luther was a good man." That was all he knew about it. He had been taught about the Luther, and that was enough. The boy has never come to school since. That is the only thing I have ever had of a denominational feature to come before me. But his course was about complete; that was the last thing; but I am happy to say that our work has been harmonious, and we never have had trouble of a denominational character.

John W. Swiler, of Wisconsin, said:

MR. CHAIRMAN AND LADIES AND GENTLEMEN OF THIS CONFERENCE:—To-day as I passed down this beautiful street, radiant with flowers, the thought in my heart was, "this is the day that the Lord has made, let us rejoice and be glad in it." Glad for the opportunities that present themselves to us here, glad for the even greater opportunities presented to us so highly favored in our chosen field of labor by the eager, anxious hearts that are opened for the sowing of the seed. With this thought came another not unfraught with care and trouble of those I had left behind me, lest, perhaps in absence there might transpire that which should cause regret, but as I went into the place

of worship, and sat down in the house erected to God and dedicated to his service the opening lesson was like this: "let not your heart be troubled, you believe in God, believe also in Me; in my Father's house are many mansions" —and so on. "I go to prepare a place for you. I will not leave you comfortless, for I will come to you."

This is the story, this is the news, this is the gospel of peace, that those of us who stand in "*locoparentis*" to the deaf and dumb are privileged to impart on this day—this Sabbath day, and every Sabbath day of our school term; and I believe that no higher place, no greater service, no sweeter comfort can come to the heart of man or woman than to have at the close of such a day as this the consciousness of duty faithfully discharged, in the place of father and mother to the, for the time, orphan little ones away from home. We are here to consider the best interests of the deaf and dumb, in all that goes to make up their final, mental, moral and religious well-being, and we would be recreant to the high trust imposed upon us did we develop the muscle to the neglect of the mind—did we open the mind and not release the spirit—the soul, that immortal part that never dies. But I infer from what gentlemen say here, and from what observation and experience teach me, that this system of moral and religious training is being successfully carried on in the schools of Michigan, New York, Arkansas, Illinois and Kentucky, as well as in other States. We should fail in the great work undertaken did we not call them to a sense of that which has to do with all the future well-being of the child; the proper use of this blessed first day, the Sabbath, which the Lord has made for us, and show how to make such use of it as shall develop a high, a noble and a pure devotion to the principles of that eternal faith which gives that never dying hope which comes to us, and stays with us through all the days of life, and through the dark valley, and through the gates that open immortality to us; and that charity which suffereth all things and is kind and thinketh no evil. Did we fail to impress these principles of religion and morality deep upon the hearts of those who lean upon us for guidance, I say we would be recreant to our trust, and to the duty and privileges which rest upon us.

The question of Sunday-school lessons and Sunday instruction came up in our teachers' meeting a short time ago, and some discussion was had upon the plan used in conducting our Sunday-school exercises. It was thought

by some that uniformity could not well be secured. It was thought by others that the International Lesson Leaves were beyond the comprehension of many. We have followed as near as may be the International series of lessons and found them most helpful. The general conclusion was like this, that as we were all Christian men and women the opportunity should be allowed each teacher of conducting his or her Sunday class as seemed best. This allows a religious instruction and moral training that may be made to apply to every case, in every instance and at all times. It was a great pleasure to me a few days ago at the Illinois Institution to see the great strides forward that had been taken in the material development and well-being of the five hundred and more pupils that are instructed there. It was a still greater pleasure to go through the school rooms, so familiar, and see what great improvements had been made there, with the large force of experienced men and women faithfully at work; but it is a higher joy to hear my loved and honored friend from Illinois tell you what he has this evening: That his boys and girls were not only securing a physical training which made them strong in body and in mental acumen, which made them strong in business, but that they were getting their hearts renewed to make them strong in resisting evil. So it rests upon us as a duty, and comes to us as a privilege, to lay before our boys and girls the plan of salvation—that salvation which saves them from sin and from the tendency to sin—that salvation which takes their feet from the mire and clay of doubt, darkness and uncertainty, and places them firmly upon the rock of ages. It is needless to give further illustrations of how this may be done than those presented in the able paper of Mr. Hutton. When such notions prevail, when such darkness exists, when such uncertainty remains in the mind and heart of the uneducated child, how needful it is that we should persistently labor all the Sabbath day, if not all the week, to teach them, by precept and example, and try and open their minds and hearts to the truths that come to us by revelation from the gospel of peace. I take great pleasure in saying that I enjoy the Sabbath day because it keeps me more with the boys and girls than any other day, and however the Sabbath may open, when in the performance of its duties evening comes it closes in peace and joy. My impressions of the Sabbath and of religion in the institutions for the deaf and dumb are that no other class of boys and girls in this country, broad as it is, East, West, North or South, so re-

spectfully and so properly observe the Sabbath day. We stand, for the time, in the place of the parent, and wield an influence beyond parents or home. I realize that it is saying a great deal, but presume to say, in this presence, that we do provide a better and more correct moral and religious training in the forces and influences which we apply to these children placed in our care than in the average home which they represent. Not that our schools are better than the best homes, than the most cultivated homes, with father and mother and all those tender influences which are brought to bear upon the child, but that we do give them a more thorough moral training in all the details of life.

Mr. Clark, of Arkansas: We have heard of the chapel service in the morning for deaf mutes, but I have not heard as much as I would like about the Sunday school. I have been connected with teaching the deaf for about twenty years—a little over. I have been connected with the Sunday school as long as I can remember, in every position from pupil in the infant class to Superintendent. In Arkansas I found that the custom was for the classes and the teachers to assemble on Sunday afternoon for a Sunday school lesson. It was the same thing as school, the only difference being that they used a bible instead of secular lessons. After a week or two it struck me as the driest, most lifeless Sunday school I had ever had anything to do with. There did not seem to be the slightest enthusiasm on the part of anybody. Ours were no worse boys and girls and teachers, than ordinary. It was so much time demanded of the teacher and paid for. I thought I would try a very bold experiment. I would just simply make my Sunday school as voluntary as any Sunday school here in the city. I would just say to every teacher, "if you don't feel called on to teach these children about Jesus, or if you would rather go to your room or to the city to church, you can go, I don't want you; but if you do feel that you want to stay and teach these children the bible and Christ, I want you and will be glad to have you." I was a little bit afraid to say to the boys and girls at first, "if you don't want to go to the Sunday Schools you can go and play But I did say to them, if they did not want to go to the Sunday school they might stay in their study room under the supervision of one of the teachers; they might elect their own Superintendent, subject to the veto of the Principal,—whoever they wanted as their Superintendent. They elected a lady. She asked me

whether she might use the first-class as teachers; I said certainly she might take any one she knew was competent to teach and put them in as teachers. All of the deaf mute teachers volunteered, and several of the other officers. We have in our Sunday school now, about twenty teachers, whereas before there were only seven, and it is entirely voluntary and run entirely by them. I of course go there sometimes; but the Superintendent has the general management of it, and I examine them on their Sunday school lessons every Monday morning. Sometimes I ask questions of the whole school and sometimes of one class. Sometimes I examine the teachers instead of the pupils. Bear in mind that a great many of our teachers are pupils of the Institution.

I never saw a Sunday school—it has been running now about two years—that is so thoroughly enthusiastic as ours is. We take the bible; we don't have any Sunday school lesson papers or anything of the sort. We have a printing shop, and if the Sunday school Superintendent wants anything printed she can have it, and she does very frequently have printing done. They have been right through the bible. The Superintendent selects the teachers in rotation to lecture. She says on next Sunday this lady teacher will give a lecture to the school on such a subject—the Prophet Elijah—or whatever she happens to select; this gentleman on such a one; a boy and a girl on every Sunday. I was in there one day and saw one of these boys—not a particularly bright boy—telling about Elijah. I thought he did it about as well as I could have done it myself. He made signs perhaps a little too fast for platform signs; they were more like play-ground signs, but I don't know but the pupils understood him better for that. He told it all and drew the lesson from Elijah's life; talked to them for twenty minutes. They do this every Sunday. They look forward to their Sunday school and say they wish they could have their other school like the Sunday school, and I wish so too. While I set a high value upon the lectures in the chapel from the principal to the school, still if I had to make my choice between my Sunday school and the lectures, I should say, "let the chapel lectures go and keep the Sunday school. It is certainly doing more good in our Institution than anything else. I would very much like to hear from the other Principals of their Sunday schools. Such a plan might not work in all Institutions, but if anyone has anything better in that respect I would like to hear about it and would be very much obliged.

Motion to adjourn, by Mr. Williams. Lost.

Mr. Connor, of Georgia: In Georgia we use the International Sunday school lessons. The exercise is conducted an hour on Sunday morning. In the afternoon I have a lecture from one of the teachers and his lecture is based upon the lesson for the next Sunday. He takes the lesson for the next Sunday as his text, and explains it. And all our lectures are upon International Sunday School lessons. Of course we have the usual exercise on the days of the week, opening with prayer, and so on, but for lectures we use the International Sunday School lessons, and the lecture for this afternoon would be an explanation of the lesson for the next Sunday. I take to brother Clarke's idea very much. In our Sunday School we alternate; this teacher will have this class to-day and some other class the next Sunday, and while I do not have as many as Mr. Clarke, yet I have a very good school, taught by the regular teachers in the Institution.

Mr. Moses, of Tennessee: I just rise to second the motion of Mr. Clarke, of Arkansas, and say that his experiment works all right. The Principal of the Tennessee School who preceded me, adopted this plan more than 18 years ago. It works nicely. We have Monday morning Scripture lessons by the teachers in our school, and to enforce an idea advanced by Dr. Peet, and which he did not fully explain, and particularly in answer to a question which our honored President raised, What shall we do with these young men and women after they leave our Institution? I would say that I think one great trouble is that the young men and young women cannot read the Bible with pleasure and profit after they leave our Institutions because they do not understand it. I think it is a very necessary part of school teaching that they should be taught by hearing and speaking teachers and well educated deaf mutes, the peculiar phraseology of the Bible. It is astonishing what a confusion of ideas a deaf mute who is regarded as well educated sometimes gets from the attempt to translate the peculiar wording of the Bible into the forms of expression used in the class-room.

One point raised here by Mr. Jenkins: Those of us who live in Tennessee and Mississippi do not have any trouble with the Catholics, and we can go ahead with very little trouble on that account. But some in other States will have to be careful in their schools, and not attempt to carry out the plan of forcing participation in religious instruction upon all pupils, which must in the end arouse

antagonisms that will injure the schools. Now, in our school, we can use the Bible as a text book, but if any Jewish parent were to say, don't teach that to my child, I would not do it. I would say to any of them to join the church of your father or mother, if your conscience approves of it. When a boy comes to me and asks me which way I think, I tell him I think one way, but that better and wiser men think another. I tell my teachers to give both sides to the children. I have no hesitancy in telling any child that he ought not to join any church without his parents' consent, but I cannot tell a child that he ought to join any church simply because his parents belong to that church. If he says to me, I want to join such and such a church, I say to him, that is between your parents, yourself, and your God. We should teach that, and it will never injure the cause of deaf mute education.

We have all heard of that seed which had lain three thousand years in an Egyptian tomb, being quickened to life by the warmth of the sun and the moisture of the air. I believe that every human being, whether white, black or yellow, whether deaf, dumb, or blind, or in possession of every one of the God-given faculties, has that seed—divine principle of life and knowledge—within himself. How have we developed into such a nation of people as we are proud to call ourselves? How are we different from those people of Europe, Asia and Africa? Because we have had that word of God; that word which leads men into the light, and from which we get our every idea of the resurrection of the body, the immortality of the soul, and every one of our teachings which we boast of as the results of civilization. That seed we quicken to life in the hearts and minds of the deaf and dumb, by the teachings of this Bible.

Mr. Terrell, of Florida: I want to say that I have taught in the same grade with a most devout Catholic lady, both in the week day and in the Sunday-school. We had no more difference of opinion in arranging our Sunday-school lessons so we might not teach any denominationalism, than we did in arranging our week-day lessons.

President: Did she use the Douay Bible, or the Protestant?

Mr. Terrell: I do not know, sir; she had a Protestant Bible in our school-room, but whether she used it or not, I do not know. But she had Christianity broad and full. I went a few weeks ago to listen to a sermon from one of the most eminent Catholic bishops in the country—Bishop

Moore, of Florida. He is said to be one of the coming men in the church. He said that all that was necessary to salvation was to believe in Jesus Christ, in His divinity, in His manhood, and to accept Him as our Saviour, and then, so far as possible, obey His commandments. That whatever else might be taught by whomsoever, amounted to nothing. I was, I admit, surprised, and I was very much rejoiced. Now, I want to ask one question, and I do not think there can be but one answer to it. I want to see if there is any difference of opinion among the members here. When children have parents connected with the different churches, we can advise them to join the churches of their parents, but there is a very considerable number of them who have either godless parents or none at all, to what church should we turn their minds and hearts? Which church will give them the most attention, and lead them through Christ on the way to Heaven?

President Noyes: If you ask me I would say, go to their father and mother and join their church.

Mr. Terrill: But particularly to those who have no father or mother, or godless ones?

President Noyes: To the good judgment of the teacher or superintendent to whom the question is put. My friend upon my left suggests that in his institution if you would go to the Methodist Church in Illinois you would go to Dr. Gillett's church.

Dr Gillett: I knew a girl who wrote to her father asking which church to join. Her father replied: "Join whichever church you want to," adding: "there is a Baptist church on one side of our house and a Presbyterian church on the other, and both about the same distance. Join whichever you want to."

Mr. Dobyns: I would say for Mississippi that it don't make any difference, provided it does not cost the State anything.

Mr. Walker, of Kansas: I have had a good many thoughts come up in my mind which might be used as answers to some of the questions broached in this discussion. In regard to the instruction, religiously and morally, in the Kansas Institute, I would say in the past two years we have witnessed there quite a revival in religion. There were about forty out of the two hundred odd pupils who attended that school who have professed a change of heart and expressed a desire to join the church. It has been remarked here that this question of denominationalism is a

man of straw, and, I suppose it is so in most of our institutions, excepting, perhaps, some of those on the eastern border, where there is a great foreign population and consequently many Catholics, and many of those holding the Jewish faith, but I think the reason that that question is now so simple is that in all these years there has been a great deal of care and policy used by the heads of our deaf and dumb institutions in their treatment of the subject of denominationalism. They wisely saw the trouble that might have come, and they therefore adopted the plan of neutrality. It has been my pleasure to have been at four or five different conventions of superintendents and teachers, and these subjects have always come up and been discussed in a manner about the same as they have been discussed here, and we are all familiar with the methods employed. We leave the matter with the parents when the question comes up of joining churches and of religious instruction. So it was left in Kansas with these forty or fifty pupils who wanted to join the church. I wrote to the parents and asked them to designate which church they wanted their children to join, and out of the forty or fifty I got but one answer in which the parent was not in favor of any church. Now I suppose that proportion would perhaps be larger in some States than it is in Kansas. Now, sir, if that proportion, or anywhere near it, obtains, I say we might almost snap our fingers at that element; for if forty-nine out of fifty people in this country believe in religious instruction of some kind, I think the fiftieth person might not be considered as of so very much weight. This, I believe, is a recognized principle—that the majority rules, especially when the majority is as great as that. This proportion may not exist in New York or New Jersey, perhaps does not, but they have been mentioned as possible exceptions. Of these fifty pupils who joined the church—they were divided up into the different denominations—there was a preponderance of Methodists, not because the superintendent happens to belong to the Methodist Church, but because there is a preponderance of Methodists in the State of Kansas.

Dr. Gillett: Temperance State.

Mr. Walker: We were discussing the subject of moral and religious instruction on Sunday. I think it might be well to discuss how the time may be passed on Sunday. Sunday is a holiday. I do not think that boys were a great deal better when we were boys than they are now, and if my father had left me to *use my own judgment* about going to Sunday-school I do not believe I would have

gone, but I am very glad to know that it is different in your institution [addressing Mr. Clarke, of Arkansas]. I should have hesitated. I don't know that I should have done what you did, and I do not know that I will do so now even after your experience. The question of what shall we do on Sunday is, I think, nearly of as much importance as what class of moral and religious instruction should be given. All instruction on Sunday should have a tendency towards morals. During the past two years I have followed a plan which I have found very good indeed, and it may be of benefit to speak of it here. Every Sunday afternoon I have the pupils go into the chapel for about three-quarters of an hour; the first year I made it voluntary, the second compulsory. I have them go into the chapel and there half of the teachers—I have sixteen teachers in Kansas—tell the stories that appear each week in the Youth's Companion, and the next Sunday the other teachers tell the stories. There are over two hundred children in the chapel and they are told the stories, the subjects of which are previously written on the large slates before them. The sign language, of course, is used. There we have in this gathering every Sunday afternoon an approximation to a family circle, and it is a very profitable way of spending the time. The Youth's Companion has the reputation of being one of the cleanest sheets for children that is published, and non-sectarian. The morals are good, and the stories are just as interesting to the pupils through the medium of the sign language as they would be from the lips of father or mother. I shall continue to follow this plan as long as results are so good.

Mr. Jenkins: My friend from Kansas should not assume that we from other States can do what may be entirely practicable in Kansas. They have a prohibitory liquor law there, while we in New Jersey have only a two-hundred-and-fifty-dollar license law, with local option. Then, all Sunday-schools do not have the same kind of superintendents that Brother Clarke has. I am acquainted with the lady, and I should like to go to her Sunday-school myself if I were a boy.

President Noyes: If you are ever so unfortunate as to have public men that talk against teaching morals and religion in schools for the deaf, don't be discouraged, don't be weak-kneed. Be sure that the fathers and mothers of these children have sent them to the institution to accomplish all that is possible for them in the time. And they want their children to be the very best children it is possible for you

to make them, and they are not going to stop to enquire whether it is this dogma, or that dogma or the other dogma, if they have evidence that you are making them good men and women, obeying their parents and keeping God's commands. Do not be hesitating about the use of the phraseology that is used in the Bible or in any other place, if you are satisfied in your own mind that it is the best thing.—Have a decision of your own. Be clear in your own mind about what you want to do and what would be best under the circumstances, and then go straight forward and leave the result to God and with the parents.

Now I call to mind an instance in the life of Ethan Allen. He had a daughter whom he loved as he loved his own life. That daughter was lying on her death-bed. He was an infidel; his wife was a lovely Christian woman; lived Christianity day by day, and when this lovely daughter was near her end, she knew her time was coming, she called her father and said to him: "Which shall I follow—you, or my mother? What my mother has taught me, or what you have taught me? Now whom shall I follow?" He, with tears in his eyes, said: "Follow your mother."

That this is the way to teach your children when they come themselves to Christ. What will be the best for them and help them most in the future? Their parents will be willing to accept that which is best, which will develop best that immortal soul which is in them. It will be best for them in this life and the life to come.

Superintendent Dobyns announced that hereafter the bell would ring at the hour for convening the Conference, and requested prompt attendance.

Prayer was offered by Rev. Dr. Sproles, of the Baptist Church of Jackson, and the Conference adjourned at 5:30 p. m, to re-assemble at 8 o'clock, p. m.

SUNDAY, April 15, 1888, 8 o'clock, p. m.

Conference met pursuant to adjournment, President Noyes in the chair. The President appointed as interpreters for the evening Messrs. Jenkins, Thos. Gallaudet, Peet and Dobyns.

This being the session appointed to consider the life and character of the founder of the system of educating the

deaf mutes in America, T. H. Gallaudet, the President opened the session with the following remarks:

President: "He who has read history has read to little purpose if he has not discovered that all great men were needed just at the time they appeared. When the people in Egypt were to be brought out and made free, God in His providence raised up Moses to lead them out of bondage. And when the leader appeared the way was not always bright, but trials of his courage and times of difficulty came upon him.

It has been a wonder to me at times that in the history of our country, and, I can say of other countries, that so large a class as the deaf were left so long in a state of ignorance, and of almost barbarism. Here in this country we had hoped these many, many years, that God in His providence would raise up one to be a leader who should point out the way to the light to this class, bring to them the word of God, bring them to knowledge and to citizenship and to Christianity. Bring them to Christian knowledge and those blessings which their fathers, mothers, brothers and sisters enjoyed. You are aware of the fact, many of you, how before the law they were treated as *non compos mentis*, like insane people, and it was reserved here in this country for the blessed man whom we have assembled here this evening to honor, to lead them out into the light of knowledge and educate them as Christian men and women. Now one or two points ought to be borne in mind in regard to this man of blessed memory whom we in the profession and all the educated deaf in this country regard with profound respect, almost with reverential awe. When God had brought him into this work, educated, disciplined in business in various departments, and when he had been fully commisioned and sent abroad to the promised land, England, where he fully expected to obtain the desired assistance, that he might come fully equipped to this great and good work in America, there he had, like Moses, a Red Sea to cross, and in the providence of God and by reason of the peculiar environments that surrounded him in England he was obliged to pass over to Paris, where he received the help he needed, and then in due time returned to this country to commence his noble work. But one incident more in history, which I think is worthy of note by every intelligent man and woman: About seventy years after he was embarrassed and beset with these difficulties in England, the mother country, aware that they were not up to what was being done in America in the education and

training of the blind and of the deaf, appointed a Royal Commission to look into this matter and see what could be done for their advancement, and the amelioration of this quite large class in England. And it is quite an interesting fact to know that that Royal Commission sent a special request to the British Minister in Washington, and through him requested the President of the United States to send to England the youngest son of this man whom we recognize as our leader. This honored son of a distinguished father was sought for by this Royal Commission to come over and help them, and give them the light and information which they knew he possessed by reason of his position and experience here in this country. By this special request and by a personal letter from the President of the United States, the President of our National Deaf Mute College, Dr. E. M. Gallaudet, son of Thomas Hopkins Gallaudet, went to England at the expense of the British Government, and was an important factor in that Royal Commission, and was treated with great courtesy and respect, and his information was received as an important element in the investigation and inquiry pertaining to the education of the deaf. It is another interesting fact that this leader had two sons who took up his work and carried it forward, improving and enlarging the work he so nobly commenced, and which he carried on so successfully.

Now I have asked President Gallaudet to come before you this evening and to point out in the life of his father some of the leading facts—simple and naked facts, that you may judge of the character and style of the man that we are here to honor to-night, and to consider the great cause of deaf mute education which he inaugurated. He has prepared a book, and from this book he will place before you pictures that have been put in print, which will inform you of the character of his father, the work he did, and the difficulties he surmounted. I take pleasure in introducing to you Dr. E. M. Gallaudet, youngest son of Dr. T. H. Gallaudet.

DR. GALLAUDET: MR. CHAIRMAN AND LADIES AND GENTLEMEN—It is with no little diffidence that I come before you this evening to read some extracts from the life of my father, which I have prepared, but at the request of our President I will do so. Will read to you some extracts from this volume which I trust may present to you some idea of the life and work of Thomas Hopkins Gallaudet, which may serve to make you better acquainted with him than you were previously.

Dr. Gallaudet's marriage was announced to his father in the following way:

SAYBROOK, August 31, 1821.

MY DEAR FATHER: I wrote you a few days since from Guilford. I am here on a little excursion with one to whom my fortunes are at length united—Miss Sophia Fowler, that was, Mrs. Gallaudet that now is. We were married on Wednesday evening. It is an event to which I have been looking forward for some time, and, all things considered, I deemed it best to have it take place now. I cannot but hope that it will increase my means of usefulness among the deaf and dumb, to whom I feel myself devoted. Yet I feel more than I ever did the shortness and uncertainty of all things human. Oh! that we could be always ready for a better and happier state. I am now obliged to write in great haste. You shall hear from me again soon. Sophia joins me in best love to yourself and our dear sisters and brothers.

Your dutiful son,

T. H. GALLAUDET.

"It was during the last year of Mr. Gallaudet's life that Jenny Lind made her memorable visit to the United States. His interest in her wonderful singing was so great that he not only went himself to New York to hear her, but felt justified, so keen was his pleasure, in sending his three youngest children to New York, though he could ill afford to do so, that they might have the great treasure of a lifelong memory of the sweetest music that has yet fallen from human lips."

LETTER TO JENNY LIND.

HARTFORD, CT., June 3, 1851.

M'LLE LIND: Will you do me the favor to accept the accompanying reports of two of the prominent benevolent institutions of our country? You love to do good, and it may interest you to see something of the good we are trying to do to such classes of the unfortunate as the deaf mutes and the insane. It has been my lot to devote thirteen years of my life to the former and as many to the latter, among whom I am still engaged as their minister of the Gospel.

Precious Gospel! whose benign influence, of late years, has been found to be adopted, with singular efficacy, to the relief of those who, although bereft of reason, have hearts to respond to its consolations and hopes.

While devoutly praying that these consolations and hopes may richly abound to you through the grace which is in Jesus Christ, will you suffer me to append to these lines a few thoughts which occurred to me after reading, not long since, some lines which it was said, I do not know how truly, you had written in a lady's album, and to tell you what great gratification I enjoyed in listening to your inimitable voice at the concert in Tripler's Hall, on Monday evening, the 2d of June.

Yours Very Respectfully,

T. H. GALLAUDET.

WRITTEN IN THE ALBUM.

In vain I seek for rest
  In all created good;
It leaves me still unblest,
  And makes me cry for God.
At rest, be sure, I shall not be,
Until my soul finds rest in thee.

How shall my soul find rest in thee,
Thou God of spotless purity,
And I a sinner vile!
  For Sinai thunders loud and clear
  Its law-curse on my trembling ear,
With awful note the while.

But a sweet voice from Calvary
Still bids my soul find rest in thee,
  Through Jesus' dying love;
I hear, I come; receive, forgive,
O Lord, and fit thy child to live
  In rest with thee above.

In all his weakness, Mr. Gallaudet did not forget the causes he had labored for in the days of his strength. On the 27th of August, two weeks before his death, a convention of instructors of the deaf convened in Hartford at the Institution. It was a great disappointment to Mr. Gallaudet that he could not meet his professional brethren on this occasion, and he expressed his regret in the following note, dictated to his son Thomas:

HARTFORD, Aug. 28, 1851.

To the President, Officers and Members of the Convention of those interested in the Cause of the Institution of Deaf Mutes, now in Session in this City:

GENTLEMEN: With deep regret I perceive that the state of my health is such as to prevent my enjoying the pleasures and the privileges of participating with you in the objects of the Convention. Look to God for His wisdom and grace, and may it be richly imparted to you. Accept the assurances of my personal regard, and best wishes for your success in your various operations.

Yours sincerely,

T. H. GALLAUDET.

Nor was he forgotten by his friends, for in the Convention a paper was read by Rev. W. W. Turner, then a teacher in and afterwards principal of the school in Hartford, on the subject of a high school for the deaf which did not then exist, which closed as follows: "Who will undertake this enterprise? This is a difficult question, and one which we are not prepared to answer. If the educated mutes of our country were called upon to make the selection, their eyes would

turn to him whom they have been accustomed to regard in a peculiar sense as their father and the founder of institutions for their benefit in this country. In confirmation of their choice our eyes turn involuntarily to the chair which he should have occupied on this occasion. To this election of grateful hearts there comes back no response. Our father, our teacher, our guide, lies low and helpless upon the bed of sickness—it may be the bed of death. If his work is done, it has been well done; and the name of Gallaudet will stand conspicuous and high upon the roll of fame among the names of those who have been public benefactors and friends of suffering humanity."

Mr. Gallaudet had the gratification of knowing he had been thus spoken of in the house of his friends.

Mr. Gallaudet was a good deal disappointed when his eldest son, after having been for some years a member of the same religious society with his father, decided to become an Episcopalian, and study for the ministry in that branch of the church. But he would not allow himself to take a gloomy view of the event; on the contrary, he was fond of telling the following story in the presence of his son, which the writer has heard him do on several occasions:

"A young Quaker loved a Baptist maiden. Their families looked with disfavor on the match. A grand council was held, at which each side hoped to gain a proselyte. But their efforts having continued for several hours, fruitlessly, the young Quaker took his lady-love by the hand, and commanding attention, said a conclusion had been reached. 'My family,' said he, 'have failed to make a Quakeress of Betsy, and her friends have not been able to make a Baptist of me, so we have decided to join the Episcopalians and go to the devil together."

[Some of the extracts are omitted for the reason that they can all be found in the Life of Thomas Hopkins Gallaudet, by his son, E. M. Gallaudet, published by Henry Holt & Co.]

Dr. Peet, of New York, was introduced and read the following paper:

THOMAS HOPKINS GALLAUDET.

A little over one hundred years ago was born in the city of Philadelphia a man whose name will be honored while time endures; a name that illustrates as perfectly, perhaps, as any since the advent of the Saviour of mankind the fact that, while there can be no true greatness without goodness, there is a form of goodness which *is* greatness.

This remarkable man was Thomas Hopkins Gallaudet, in memory of whom we have assembled this evening, From his early infancy to the time when he, at the age of sixty-four, was summoned to leave the world to which his life had brought blessings such as it is the privilege of few to impart, this child of Providence had developed a

nature which was as singularly free from the faults and the foibles, the blemishes and the weaknesses of ordinary humanity, as it was singularly imbued with the virtues and the impulses, the faith and the principles, the habits of thought and the purposes leading to action, which, united with the beauties and the graces of a pure and fascinating character, make it impossible for their possessor to have a foothold in any community without diffusing an influence, which shall, like the rays of the sun, produce a vitalizing, renovating, transforming effect, reaching far beyond the narrow confines of the immediate locality where it is originally felt.

Of course such a character could not be built upon the foundation of a mediocre intellect. His was a mind which combined, in an unusual degree, discernment with discrimination, observation with analysis, imagination with exactness, refinement of thought with vividness of perception, memory of detail with comprehensiveness of conception, and the power of comparison with the recognition of individuality; and all these faculties and powers it was able so to turn back upon itself that the inner man, the soul and its attributes, were as visible to the eye of the consciousness as were external objects to the eye of the body. It is no wonder, then, that we should find him, in yet early manhood, a writer of pure, classic, delightful English prose, a poet, a mathematician, a linguist, and a philosopher.

The circumstances under which he was reared and educated are peculiarly interesting considered in their effects upon his mind and character, circumstances but for which his original powers would not have made him the man he was.

Descended on his father's side from one of the Huguenots who flocked to this land of liberty after the revocation of the celebrated Edict which alone had made freedom to worship God in the manner they preferred possible in despotic France—a race which combined all the pleasing and vivacious qualities of the Frenchman with the sterling manhood which made the Bible its touchstone and obedience to God its purpose—and, on his mother's side, from one of those grand old Puritans who first settled Hartford, he was peculiarly fortunate in his origin.

His early training was judicious. In the atmosphere of a Christian home budded and blossomed those sweet traits of filial piety which were the harbingers of that higher piety, that full realization of the Christian's relations to

his Divine Master, which afterwards became in him so conspicuous. Duty and inclination went hand in hand. The sense of obligation was tempered with affection, and the foundation of a high-toned character were laid on a firm and broad basis. Study was made a pleasure, and the desire for knowledge was stimulated by the satisfaction of attaining it. His primary studies merged easily into those of a more advanced character, and when in the year of 1800, when he was between twelve and thirteen years of age, his parents removed with him to Hartford, it required a course of less than two years in the celebrated grammar school of that city to fit him for the Sophomore class of Yale College, which he entered in his fifteenth year, enabling him to graduate in 1805, before he was eighteen, with high rank, in the class of which the distinguished Rev. Dr. Gardner Spring, of the Old Brick Church of New York, was the Valedictorian. So close was the competition between these two extraordinary youths—if competition that ardor can be called, which is evoked by no thought of self-aggrandizement, but is prompted simply by love of learning—that it was a question which could be regarded as the superior when his attainments were strictly gauged by the standard of collegiate excellence.

Through his college career he was remarkable for the accuracy of his recitations in all his studies, and especially for his superiority over his classmates in the mathematics and in English composition. After his graduation he spent a year in the study of law in the office of the Hon. Chauncey Goodrich, displaying qualities which promised to make him a successful lawyer.

Obliged by the state of his health to intermit his legal studies, he devoted the two following years to the study of English literature and the practice of English composition, and then, in 1808, he entered upon the duties of tutor in Yale College in which he showed himself eminent as a teacher. After an experience of two years in this honorable and useful position, we find him seeking health in a more active life, which led him to undertake a business commission in the States of Ohio and Kentucky for a large mercantile house, on the completion of which he entered the same house in New York City with the expectation of entering upon a commercial career. In 1811, three years from the time he became tutor, we find him at the Andover Theological Seminary preparing for the Christian ministry in connection with the Congregational church, to which he had been moved by the evidences which had

forced themselves upon his mind of the reality of a faith which had been a growth rather than what is called conversion, and by his public consecration of himself, in the leading church in Hartford, to the service of Christ. On his graduation from the Seminary he was fully equipped in regard to all points of doctrine, of mental and moral philosophy, of church polity, of history, of exegesis and of practical application of the Scriptures, and was withal so finished a writer and speaker, that he was at once acknowledged as a preacher of superior order, and sought after by several churches whose pulpits were vacant.

Thus we find him, at the threshold of his career, in the full maturity of his powers, prepared to enter upon his life-work. Each step in his life had made a distinct and valuable contribution to the moulding and building up of mind and character.

From the starting-point of inherited traits resulting from the commingling of two superior strains of blood, through the home life, the school influences, the training he received in a college noted for its success in making its students men of thought, learning, integrity and action, the time spent in the investigation of the principles of the science upon which equity, justice and good government are founded, the study of literature, including the analysis of language, which is the analysis of ideas, practice in teaching young men what he had himself been taught, and thus viewing from a new stand-point and working over again the facts and principles which had hitherto been the objects of his attention, the practical study of the relations of man to man in conducting affairs, and the methods growing out of these relations, with the incidental features of the cultivation of punctuality, methodical procedure, circumspection and exactness, culminating in the study of the Divine mind and the Divine work, we find him succesively gaining something which is indispensable to the formation of the complete and harmonious whole in the light of which we feel justified in regarding him.

What else is it that we see in the character founded on this intellectual basis and on this experience? A spirit purified by physical weakness and delicacy of health, a distrust of self leading to full trust in God, a humility arising from consciousness of liability to err, an unselfishness prompted by love of man, an enthusiasm inspired by love of God, a perseverance engendered by the influence of the Holy Spirit, a cheerfulness whose root is contentment, a delicate humor delighting in the play of fancy or

smiling at the oddities of individual eccentricities and the incongruities of fortuitous circumstances, a sweet dignity never suffering by contact with burly self-assertion, a temper always equable, never ruffled by passion, a courtesy uniform and delightful, a sympathy making itself felt a charity which never thought evil or spoke evil of any man, and a benevolence which led him to seek daily occasion for benefiting others. Such were some of the characteristics of this small, spare, delicate man, who needed none of the adventitious advantages of physical proportions to attract admiration, or secure respect. For strength of body, he substituted deftness; for voice in speaking, distinctness; for vigor of action, grace.

I remember him well, notwithstanding the years which have elapsed since I saw him last. On one occasion, when I was seventeen and he fifty-four, we were on our way in a stage-coach to New Haven from Hartford, where, according to my custom when I was in college, I had been spending the New England Thanksgiving. One of our fellow-passengers was a Mr. Reed, of Scotland, a very bright man, between whom and Dr. Gallaudet took place a conversation which fascinated my listening ears. In the course of it Mr. Reed compared some natures to the sensitive plant, which closes at the slightest touch of rudeness. "Eloquent," spelled Dr. Gallaudet to me with his fingers; but if Mr. Reed was eloquent in that conversation, Dr. Gallaudet seemed to me much more so.

My own intercourse with him was ever delightful. He always captivated me. I never thought of him as a man older than myself, but, for the time, as one who understood and sympathized with me and had the power of drawing me out and making me appear at my best. I had known him all my life. His older children had been my playmates; for his beautiful, loving, gentle, intelligent, judicious wife I felt a reverence and affection similar to theirs. My father and he had been co-laborers for nine years, bound together by ties of peculiar intimacy and mutual regard. And yet I could not look upon him in any other light than as my own personal, confidential friend. What was this magic which secured to him eternal youth. It was the magic of belief in youth, of love for youth, of thorough and undying sympathy with the hearts of youth.

And how came it about that this man, whom, a few moments ago, we left standing equipped, as few men are ever equipped, for the battle of life, should be the special ob-

ject of our homage and that of the thousands of deaf mutes whom we and our predecessors have educated?

A little child did lead him.

You all know the romantic story of Alice Cogswell: how, while she was playing with younger brothers and sisters and their friends, within the precincts of his own home, he noticed her as being the only voiceless one among them, and how, by regular approaches, inspired by his interest in one so afflicted, he succeeded in giving her words and sentences as the symbols of ideas, and how her father, Dr. Mason F. Cogswell, of blessed memory, associated with himself other men who were willing to make sacrifices for the good of the isolated and neglected, and, after arranging plans for carrying their purpose into effect, selected him to bear the burthen of being the pioneer in the introduction into this country of the art of instructing the deaf.

Fortunate was it for them and for us that the man whose personality we have been studying was induced, not by pecuniary expectations, nor by the hope of earthly fame, but by the benevolent spirit which inspired his every act, to forego the brilliant prospects that awaited him, and to engage heart and soul in an undertaking for which, as events have proved, God, in his providence, had especially designated and fitted him. With humility, prayer and devotion did he enter upon it, with no thought of self, but, as is so frequently true when the right man is led to occupy the right place, an additional and striking illustration was furnished in his case of the Laureate's refrain:

The path of duty is the path of glory.

The first act he performed after assuming the duties imposed upon him was to issue an eloquent address, appealing to the benevolent in our own country in behalf of the uneducated deaf and dumb.

It contained facts heretofore unknown as to the number of this class, of which he was able to say there were eighty-four in Connecticut, and on this basis to estimate that there were four hundred in New England, and two thousand within the limits of the United States, and then went on to mention the extent to which the education of the deaf and dumb had been carried in European countries.

Not long after, on the 25th of May, 1815, Mr. Gallaudet sailed from New York in the good ship Mexico for Liverpool, where he arrived just one month later. The story of his trials and of his final success, as detailed by himself, is in the highest degree interesting. He remained in Great

Britain for nine months vainly endeavoring to obtain from the different schools the opportunity of making himself familiar with their art, except upon conditions both humiliating and extortionate, which led him to exclaim, as his last hope of obtaining success in Great Britain was dissolved: "Sad monopoly of the resources of charity!"

At last he concluded to avail himself of an invitation to visit the school in Paris, which he had received in London, from the Abbe Sicard, the disciple and successor of the illustrious De l'Epee. Here he was surprised and delighted with the superiority of the results obtained over those in England and in Scotland, and with the profounder character of the philosophy which produced such results. The Abbe, who had received him with *empressement*, gave him some hours of instruction every week, and finally, though at what he considered a great sacrifice, consented to his bringing to this country Laurent Clerc, with whom Mr. Gallaudet had made a special study of the language of signs, and who became so much interested in the idea that the light of instruction should cross the Atlantic and pierce the mental and moral darkness in which the deaf mutes of a whole continent were engulfed, that, when he named two deaf mute young men either of whom would, he thought, be a valuable assistant in carrying out the work, and Mr. Gallaudet, to his great astonishment, replied, "I want only you," he, without hesitation, declared that he would go, if his friend and benefactor, Abbe Sicard, should approve.

Leaving Paris on the 16th of June, these two young men, both sons of France—the one, by descent, and the other, by birth—set sail from Havre, as Lafayette had done before them, to bring a new liberty to those who were in thraldom. Clerc was thirty and Gallaudet twenty-eight years of age. Their voyage lasted fifty-two days, and they beguiled its tedium and utilized to the full the leisure it afforded them, the one by teaching his deaf companion English, and the other by teaching his hearing companion signs; so that, when they arrived in this country, they were prepared to go from city to city, and proclaim and illustrate the new gospel through which the ears of the deaf were to be unstopped, and the tongue of the dumb was to be made to sing.

Meanwhile, the gentlemen under whose auspices and at whose expense Mr. Gallaudet had gone abroad to obtain, at the fountain head, the science and art of deaf mute education as they were then understood, had not been idle.

They had effected an organization, and in May, 1816' obtained a charter from the Legislature of Connecticut under the title of "The Connecticut Asylum for the Education of Deaf and Dumb Persons," a designation which was afterward changed, when Congress donated to it a township of land in the State of Alabama, to "The American Asylum for the Education of the Deaf and Dumb."

Nothing then remained but to secure funds to carry out the enterprise, and for eight months Mr. Gallaudet and Mr. Clerc traveled together, the former to present their cause in living words, and the latter tc demonstrate its practicability by a living example. The result of these lectures thus illustrated was the awakening of a profound public interest, sufficient to assure to the Asylum, at its opening for the reception of pupils in the city of Hartford on the 15th of April, 1817, an adequate support. The sermon Mr. Gallaudet preached in honor of this occasion, on the 20th of April, was one of the most eloquent expositions of the benefits to be expected from the establishment of such a school that have ever been made.

Now came the test, and a most interesting test it was, of the value of all this preliminary work.

The seven pupils who were present on the first day of instruction, and others who entered within a few weeks afterward, gave the most convincing proof of the skill of the two teachers who had brought the light of day to their imprisoned minds. One of them was Alice Cogswell, whose condition had exercised such an influence upon the early history of the Institution, and who graduated in the year 1824, an accomplished, well-educated young lady, the idol of her family and friends. Another was Sophia Fowler, of Guilford, a young woman of extraordinary intellectual abilities, who graduated in 1821, at the age of twenty-three, after four years of instruction, and who soon thereafter became the beloved wife of the man who, in choosing her in preference to all others of her sex, honored the deaf mute women of the land, by linking the name of one of them with that of him who has been their greatest benefactor.

Before the end of the year 1817, the number of pupils had increased so much that an additional teacher was required. Then Dr. Gallaudet struck the key-note of a practice which continued to the close of his administration in the year 1830, viz.: the employment of no one as a teacher who had not either received a liberal education to enable him to analyze the principles of philology and of

mental philosophy to such an extent as to make him competent to work out the miracle of giving a language to persons bereft of it by nature, or who had, by reason of his own training as a deaf-mute, been subjected to the processes required to be employed upon others. Of his thirteen assistants, corresponding in number to the thirteen years that he remained at the head of the Institution, nine, viz: Wm. C. Woodbridge, Isaac Orr, Lewis Weld, who became his immediate successor as principal in the year 1830, William W. Turner, who succeeded Mr. Weld as principal in the year 1854, Harvey Prindle Peet, who became connected with the Asylum in 1882, and was for several years not only a teacher in the educational department, but also the imcumbent of the responsible position of taking charge of the domestic department, in which, while carrying out Mr. Gallaudet's views, he was able to relieve him of the details of providing for and managing the household—a position which, immediately after Mr. Gallaudet's resignation, he relinquished to become the principal of the New York Institution—Horatio N. Brinsmade, Elizur T. Washburn, David Ely Bartlett, and Chas. Rockwell were graduates of Yale College, and four, Laurent Clerc, who was Mr. Gallaudet's assistant from the first, and Wilson Whiton, George H. Loring and Fisher Ames Spofford, who were among the earlier pupils, were deaf mutes. The result was splendid teaching and splendid results, and, though the subsequent labors of Dr. Harvey Prindle Peet in the New York Institution and of other gentlemen working in the same lines did much to lessen the labor of invention and produce certainty of uniformity of attainment, there has seldom been a more brilliant period in an American Institution than that which elapsed while the Institution in Hartford was presided over by the founder of the American System.

And what is this system? It is to follow nature. The deaf-mute thinks in pictures, expresses himself in a language of gestures which is essentially pictorial, and is a born imitator. The whole progression in his case is from the known to the unknown, and, from the starting-point to the end, there is a successive development, first of ideas through signs, then of written language, then of grammar, then of the branches of knowledge accessible to his mind, both through signs and alphabetical language, then of lip-reading, then of speech. Of this system Mr. Gallaudet laid the foundation deep and broad. It was in no sense an exclusive system. Into it could be grafted everything

that could be of benefit in the education of the deaf and dumb, and it is a system from which, by allowing it to become exclusive, by allowing it to degenerate into any of the *isms* which have flourished for a time in this day and generation, we cannot permanently depart, without lasting injury to the cause of deaf-mute instruction, or to the happiness of those who are its subjects.

There are many theories, like many varieties of the same kind of fruit, but none of them will amount to anything unless, like scions on some sturdy stock, they are made to harmonize with some fundamental principle. It is this foundation work for which we honor the great Gallaudet. The system of Heinicke in Germany, which was contemporary with that of De l'Epee in France, and took the radically different ground that speech was essential to language, and that the use of signs was an impediment to its acqusition, has lately met with great favor in this country as well as in those parts of Europe where De l'Epee and Sicard's theories originally prevailed; but the system of the latter, as perfected by Gallaudet and his disciples, has proved so elastic, so provides for the combination with it of complementary methods, and is so thoroughly based upon sound reason, that it needs no prophetic ken to feel assured that the two originally antagonistic systems will eventually be merged together, like the Rhone and the Arve, which, flowing side by side for miles, in distinct streams of strikingly different color, are eventually mingled together in one mighty volume of undistinguishable waters.

We cannot claim Dr. Gallaudet (as, since he received the honorary degree of Doctor of Laws, he has been usually called) as belonging exclusively to us. Providence had need of him as a pioneer in other directions, and so, when he had raised up men to carry on his work, and found that his physical powers were no longer equal to the strain imposed upon him, he quietly retired, and gave to the cause of the insane an impulse and a direction which brought back Christ as a healer of the mind diseased; to the cause of education a new point of departure, in establishing the fact that the teacher, quite as often as other professional men, needs special training; to the cause of the slave a peculiar hope that the land of his fathers would be regenerated by his returning to it in freedom; and to the cause of the young, books on Scriptural biography, on the Soul, on Natural Theology, and on other subjects, which are today better than any other books I know occupying the same field.

I feel as if I had not done justice to one to whom, within the limits allowed me, perhaps no one could do justice; as if I had only stated impressions, and had not gone sufficiently into detail to make others fully realize what he was; but I believe that my impressions are not confined to myself, and that, in what I have said, I have only voiced your feelings and the feelings of all who have known of him. The deaf mutes of this country and all their teachers revere his great name. On one occasion in his lifetime, which will never fade from my memory, he and Mr. Clerc were each presented with a massive silver pitcher and salver of exquisite workmanship, subscribed for by the deaf mutes of New England, and the scene, when those two joint pioneers made response to the touching sentiments of the deaf mute orators, Fisher Ames Spofford and George H. Loring, who had been their own pupils, was one of the most affecting that it has ever been my lot to witness. The place was the Centre Church of Hartford, which was filled from floor to gallery. The time was the 20th of September, 1850. The reply of Dr. Gallaudet was so appropriate and beautiful that it ought to be published in pamphlet form, and preserved by every deaf mute in the country. A little less than a year from that time, on the 10th of September, 1851, his spirit returned to God who gave it. There was mourning among his friends and neighbors; there was mourning among the poor and afflicted of every degree; but there was greater mourning among all that large class of persons to whom he either directly or through his disciples, teaching in the different institutions for the deaf in this country, had brought all that makes life desirable.

Monuments have been erected to his memory and to that of Laurent Clerc on the grounds of the American Asylum, at Hartford, by the grateful deaf mutes of this country. Through his eldest son and namesake, who, by his pastoral labors as Rector of St. Ann's Church for Deaf Mutes, and as General Manager of the Church Mission to Deaf Mutes, has done more than any other man for securing religious privileges to the educated deaf, and comfort and hope for the aged and infirm among them, his name has been perpetuated in that splendid charity, the Gallaudet Home for Deaf Mutes. And the time is not distant when a striking memorial, in the form of a statue in bronze, for which his deaf mute friends will have raised ten thousand dollars, will be unveiled on the grounds of the National College for Deaf Mutes in Washington, over which his spirit may

be said to preside in the person of his youngest son. But the grandest monument to his fame, the most lasting memorial of his goodness, has been erected in the lives and in the hearts of the deaf mutes of America.

Dr. A. G. Bell then addressed the audience, saying:

MR. CHAIRMAN AND LADIES AND GENTLEMEN—It gives me great pleasure to join with you in doing honor to the memory of a good man. The name of Gallaudet has become a household word to all who are interested in the education of the deaf. We look upon Gallaudet as the world looks upon Columbus—as the opener of a new world. Gallaudet did open a new world to the deaf of America—a world of higher life and thought and happiness. I am glad, Mr. Chairman, that my friend Dr. E. M. Gallaudet—the distinguished son of a distinguished father—has left a few words for me to say by passing lightly over a very critical period in his father's life; the period of difficulty and trial when he reached the headquarters of British thought and experience on the subject of deaf mute education, and was denied admittance.

We can picture to ourselves the ardent Gallaudet as he sailed from America, filled with holy zeal in his philanthropic mission, eager to equip himself for the work by learning all that could be learned of the methods of teaching then practiced in Great Britain; and we can feel with him the bitter disappointment and chagrin he experienced at finding that this coveted art of instructing the deaf had been jealously preserved as a close secret and a family monopoly by its originator, Thomas Braidwood, who was no longer living at the period of Gallaudet's visit. When Gallaudet reached London, he learned that the teachers of the deaf in Great Britain had acquired their knowledge of this art from Braidwood or members of his family, and that the teachers were under bonds not to reveal the methods of instruction excepting under stringent conditions. The effect of this pitifully selfish policy was to drive the American investigator from the shores of Great Britain, to study the sign-language system then taught in France, and to delay the introduction of Oral Methods into America for fifty years. Another effect was seen in the fact that when Thomas Braidwood died, the true secrets of his method died with him.

And now we are presented with a curious illustration of Time's revenge. England, that thrust America from her doors in the person of Gallaudet, the father, now appeals to America in the person of Gallaudet, the son, for light

and knowledge on this same subject. Thomas Braidwood was undoubtedly a most successful teacher, and it was a loss to the world that his system was never published. We can trace the influence of Braidwood even in this country. In the latter half of the last century the fame of his Edinburgh school attracted pupils from all quarters: among these were four Americans. One was a son of Francis Green, of New York, and afterwards of Boston, and three others were the children of a Mr. Bolling, of Virginia. The great success that attended the instruction of these children naturally led to a desire to provide in America a similar means for the education of the deaf. The interest of Francis Green had been aroused as early as 1783, when he published anonymously in London, the well-known book entitled "*Vox oculis Subjecta.*" At the commencement of this century, Francis Green was again residing in America, and in 1803 he made the first census of the deaf and dumb in this country by collecting the names of eighty deaf mutes then residing in Massachusetts. In that year, also, he urged upon the attention of his fellow countrymen, through the columns of the New England Palladium, the importance and feasibility of establishing in America, a school for the deaf, but he died in 1809 without accomplishing his object.

In 1812, three years before the advent of Gallaudet, John Braidwood, a grandson of the Edinburgh teacher, came to America possessing the family knowledge of his grandfather's system. Col. Wm. Bolling, of Virginia, a hearing brother of the deaf mutes already referred to (who had deaf children of his own,) supported John Braidwood generously and liberally in attempts to establish schools for the deaf in America, but these all failed on account of the unfortunate habits of Mr. Braidwood.

There can be little doubt that the presence of the younger Braidwood in America, was not without influence in strengthening the exclusion of Gallaudet from any opportunity of learning the family system in Great Britain. For Gallaudet says in his letter to Dr. Cogswell, dated August 15th, 1815, that Dr. Watson, to whom he had applied for information, suggested certain plans which I thought interfered a little with my right of private judgment, not to say with my feelings of delicacy and honor. For instance, he alluded to Mr. Braidwood who is now in America, and suggested the expediency of his being associated with me in the school at Hartford. On this I need make no remark.

Francis Green gave argument and eloquence in pleading for the establishment of schools in America; Col. Wm.

Bolling gave money to make a practical commencement; and Thomas Hopkins Gallaudet gave himself, his heart, his time and all his labor to the cause.

We can hardly realize at the present day what it meant for a man of education and refinement—a man with a bright future before him—to dedicate his life to the deaf. In those days the deaf were classed among the idiots and insane; and for such a man as Gallaudet to make his life's work the education of this class, meant a self-sacrifice that we can hardly now appreciate. It is only just to Gallaudet that we should try to realize the difference between the deaf as he found them and the deaf as we know them to-day.

The members of this Conference know that deafness is one of the greatest afflictions that can befall a child, for it involves very much more than the mere deprivation of a sense. If one of us were to become deaf, our chief loss would be that we could not hear the conversation of our friends, but what does that mean to a child? It means that if he cannot hear the conversation of his friends, he cannot learn the language. No one naturally learns to speak a language that he has not heard, and so the deaf child grows up without language, without speech. These are not the greatest deprivations. The greatest, deepest, darkest deprivation is the one that is least obvious to the ordinary mind,—the want of knowledge. It is the depth of the ignorance of the deaf child that is the most appalling feature of his case.

When we think, we think in words; a train of thought is formed in words, but no train of words can accompany the thoughts of the congenitally deaf child. What then is the process of his mind? How does he think? We know that he does think, but how does he think? Here is a problem for the metaphysician.

It may be said that books are open to him,—but the characters in the books mean no more to him than a page of Chinese would mean to us. If you would realize the deep darkness of the deaf child's mind, consider what your own condition would be were you to have wiped out all recollection of everything you have ever heard of, and everything you have ever read. Who can truly picture to himself the deep ignorance of the uneducated deaf? It was to minds of this character that Gallaudet directed his labors. He sowed the seed, we reap the fruit. To-day our deaf children grow into self-respecting citizens; they are able to think with us; they read, they write, they speak, and

some of them even learn to hear; for those who are born deaf are not all totally without hearing. A very slight defect of hearing in a child interferes with the acquisition of speech, and children who are born only slightly "hard of hearing" are dumb as well as those who are totally deaf. Mr. Gillespie, the principal of the Nebraska Institution, has assured us that sixteen per cent. of the whole number of our pupils can be taught to hear at least with instrumental aids. And he has demonstrated by the practical work of his institution that the majority of such pupils can be converted by education into merely "hard-of-hearing speaking people," instead of deaf mutes. When we look at the positions in life occupied by the graduates of our schools, we can see the glorious, the incalculable change that has been effected by Gallaudet, and the teachers who have succeeded him. In looking at the life of Gallaudet, I know of nothing more touching than the fact that after his troubles at Hartford, and his resignation as principal of the institution he had founded, he devoted his life to another class as low, as unfortunate, as the deaf. He was one of the first in this country to care for the insane, and the delicacy of his feelings is well portrayed by his naming this new institution with which he became connected, a "retreat" for the insane instead of an "asylum." I will not take up longer time in speaking of Gallaudet. I honor him as we all must, and I think we are fortunate in the fact that though he has passed from us, his spirit still lives among us and labors for the deaf, in his two distinguished sons.

The President: Your attention was called to a pleasant story about a certain little boy Thomas, who was going to the bad. I would like to show you that he did not go very far in that direction. Let me introduce to you Dr. Thomas Gallaudet, of St. Ann's Church, New York.

Rev. Dr. Thomas Gallaudet: I cannot help saying in reference to that little incident which has been brought so prominently before you to-night that if my dear father could have seen the book which I have in my possession now he would have concluded that it was not such a very bad thing for me to leave our Congregational brethren and go to that organization which attracted the young couple when they would not join the Baptists or Quakers. I have in my possession a Book of Common Prayer (which in our church is next to the Book of God), once belonging to my great-grand-father and bearing my own name. I, therefore, only returned to the fold where I belonged. I believe

that book was very much prized by my father, and I do not believe he ever had any serious trouble about me, after all.

Our intercourse was always very pleasant, and I remember that one of the last acts of his life was going with me to one of our churches to hear me preach. I hope my course through life has shown that I have kept as far as possible from that adversary to which allusion has been made this evening. I feel in all that has been said about my dear father that there are some touches of nature which have always appealed to me. I honor him and his nature, and we have here a very fair representation of him [indicating a crayon portrait which stood on the platform.] I think there was something peculiarly lovely about him which drew every one towards him, and especially the female character. I watched him all through my early life, and I saw how our friends of the gentler sex loved to talk with him, and loved to find in him the counsel of a friend. We see this characteristic when he began to draw out little Alice Cogswell, so that she could turn from her playmates to him and from her family to find that she had a friend who could lift her out of darkness and ignorance. He was not so taken up with things of an organic character as to lose sight of the individual, and in that I think he resembled, as in other respects, our Blessed Lord and Saviour, Jesus Christ, whom, as we examine His earthly ministry, we find turning aside from the multitude to speak to this and that individual suffering under some special misfortune in life's journey.

My mother was born a deaf mute, and grew up to be nineteen years of age without any knowledge of the Gospel of Christ. She was one of my father's first pupils at Hartford. Having been under his instruction about four years, she became his wife. There is something exquisitely beautiful about that marriage and the domestic life which followed.

To those deaf mutes who came to him late in life he could impart a knowledge of the English language. I remember one, the sister of my own dear mother, being ten years older. She made very little progress in the English language, but in the language of signs she was brought to a knowledge of revealed truth. She was brought to be a Christian woman. She lived a long life, and though she had a very little knowledge of the English language, developed a Christian character that stood far above many who had greater advantages. I attributed this remarkable

culture to the interest which my father felt in individuals. He took up the case of poor old Julia Brace too late for her to learn English, but he was able to throw some light into the mind of this deaf mute and blind woman, groping her way through life in a world of silence; we find him turning aside from his duties as principal and making some machinery by which he could give her a little instruction in language. At length he gave her some idea of what God had done for her.

There are some things of more importance than the ability to write the English language correctly or to articulate its sounds. Even light and knowledge are often received only through the sign-language. My father was ever trying to lift people up, whatever their sorrows and trials in this life were, and to point them to a blessed life beyond, through the Saviour. So he went on to the end. We have had the story told of his life to-night. These are a few facts which I thought I could express to you this evening, after what has been so well said by those who have claimed your attention before me. There was something in this wonderful man that challenged appreciation, for he had no subterfuges, no shams, no double dealings. Recognizing his responsibility and acting up to all the knowledge he had, he strove to influence such of his fellow-comrades in life's journey as he could, to live nobler and better lives and be Christian men and women. God help us to follow such an example, that the world may be the better for our having lived in it. Let us fight out the battle of life bravely and do good on our way as best we may, so that the Great Redeemer will say at last, "Well done, good and faithful servants."

Mr. Dobyns announced that there would be a reception to the Conference given in the chapel on Monday evening. The following schedule was also suggested by Mr Dobyns:

Breakfast—8 o'clock.
Conference convene at 9 o'clock; adjourn at 1 o'clock.
Dinner—2:30 o'clock.
Afternoon session of Conference, 3:30 o'clock.
The bell will be rung at these hours, and members are requested to promptly respond.

Chairman Williams, of the Business Committee, announced that the first paper to be read after regular business on Monday morning will be "Teaching Language," by Principal Hutton, of Nova Scotia.

After prayer and benediction by Rev. Dr. Gallaudet, the Conference adjourned at 10:30 P. M., to 9 o'clock Monday morning.

THIRD DAY.

MONDAY MORNING, 9:15 o'clock.

Conference called to order, with President Noyes in the chair.

Chairman Williams, of the Business Committee, reported the order of business as follows:

1. Prayer.
2. Reading of Minutes of previous meetings.
3. Reports of Committees.
4. General Business.
5. Regular Order of Business.

Prayer was offered by Dr. Brown, of Western Pennsylvania.

On motion, Rev. Dr. Gallaudet was made permanent interpreter with privilege of calling upon members of the Conference to assist from time to time.

The following letters of regret from members who were unable to attend, were read by the Secretaries, and ordered placed on the records:

No. 1.]

WESTERN N. Y. INSTITUTION FOR DEAF MUTES,
945 NORTH ST. PAUL STREET,
ROCHESTER, N. Y., April 11, 1888.

MY DEAR SIR:—I have counted upon, and expected to attend the Conference of Principals, but shall have to forego the pleasure as important business connected with the institution prevents my leaving Rochester at present.

I am disappointed not to have the benefit of the work of the Conference; I had hoped also to gain much from visiting the class-rooms of your institution, and of the other institutions that could have been visited en route. I have counted upon seeing New Orleans in company with a party of mute excursionists. I had hoped to see sugar plantations, sugar houses, and wholesale sugarings-off, cotton fields, and Southern life; but all this sweetness and picturesqueness is denied me, and I stay here to follow attorneys, aldermen, and legislators through legal mazes, as I find that our institution is occupying city property which is rapidly growing in value, and which the city has leased to us without warrant of law and in violation of the State Constitution. It is necessary for me to see to it that such steps are taken as shall enable us to "read our title clear" to the real estate we have pre-empted. This business may all be

consummated by the time your guests are assembled, but it will be too late for me to count myself one of the number. With sincere regret,

Very truly yours,

Z. F. WESTERVELT.

PROF. J. R. DOBYNS, Principal Institute for the Deaf, Jackson, Miss.

No. 2.]

OHIO INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB.
COLUMBUS, April 11, 1888.

SUP'T J. R. DOBYNS—DEAR SIR: I am very sorry that our Institution can not be represented in the Conference to be held at your Institution. The pleasure and profit to be derived from these gatherings is very great.

Trusting that your proceedings will be of a character to greatly advance our work, with kindest regards to yourself and all of the members of the Convention, I remain, Yours very truly,

AMASA PRATT.

No. 3.]

ONTARIO INSTITUTION FOR THE DEAF AND DUMB.
SUPERINTENDENT'S OFFICE, BELLEVILLE, April 11th, 1888.

PROF. J. R. DOBYNS, INSTITUTE DEAF AND DUMB, JACKSON, MISS., U. S.:

MY DEAR SIR:—Very much to my regret uncontrollable circumstances prevent me from being with you at the Conference. I have delayed answering your kind and pressing invitation, hoping that as the time of meeting drew near I might be able to attend. I am disappointed, and must bear my enforced absence as best I can, feeling assured that all who are present will find it good to be there. Please convey to the members of the Conference my kindest regards and best wishes for the success of the assembly.

Yours faithfully,

R. MATHISON.

No. 4.]

MARYLAND SCHOOL FOR THE DEAF,
FREDERICK, MD., April 11, 1888.

MR. J. R. DOBYNS—DEAR SIR: When your first circular looking to the meeting of the Conference at your Institution was received, it was my expectation to be present. Circumstances have since arisen which require me to remain at my post. The recent illness and death of my father has compelled my absence for a considerable time, and I should not be justified in adding to this the time required for attendance on the Conference. I regret sincerely that I shall not be able to meet the brethren, and share in the good things promised by this gathering. I very much regret also my personal loss in not being able to meet you at your own school.

Hoping that your expectations will be fully realized in the attendance upon the Conference, and that its deliberations may not only be of general advantage, but of special benefit to the cause of the Deaf in Mississippi, I am

Yours very truly, CHAS. W. ELY,
Principal Maryland School for the Deaf.

No. 5.]

PENNSYLVANIA INSTITUTION FOR THE DEAF AND DUMB,
PHILADELPHIA, April 11, 1888.

MR. J. R. DOBYNS, PRINCIPAL, MISS. INST. FOR THE DEAF AND DUMB:

DEAR SIR: After making every preparation for my departure, I find myself, at the last moment, greatly to my regret, quite unable to attend the Conference of Superintendents and Principals about to assemble at your Institution.

I have no doubt that much practical good will result from the deliberations of the able and earnest men and women who may be present. Thanking you for hospitalities so kindly and generously tendered, and wishing the members of the Conference a pleasurable and profitable meeting, I remain,

Very truly yours. A. L. E. CROUTER.

No. 6.]

2821 CASS AVENUE,
ST. LOUIS, April 12, 1888.

PROF. J. R. DOBYNS—DEAR SIR: I sincerely regret my inability to be present at the Conference to be held at your Institution on the 14th inst. Please accept my thanks for your kindness. I wish the Conference abundant success, and all concerned an enjoyable time.

Respectfully yours, DELOS A. SIMPSON.

No. 7.]

MISSISSIPPI INSTITUTION FOR THE BLIND,
JACKSON, April 14, 1888.

PROF. DOBYNS—DEAR SIR: The terrible bereavement which has just visited our household has prevented my taking any part in the entertainment of your expected and distinguished guests—but we would be glad to have them visit our Institution during their stay here should they desire to do so. With best wishes for a pleasant and profitable meeting, I remain

Yours truly, W. S. LANGLEY.

No. 8.]

TEXAS DEAF AND DUMB INSTITUTE,
AUSTIN, April 9, 1888.

PROF. J. R. DOBYNS—DEAR SIR: Your invitation to attend the Conference at Jackson, was received, for which accept my thanks. I should like very much to go, but do not see how I can well do it at this time of year. As editor, teacher and principal, I am kept constantly busy, and cannot be away for a matter of nearly two weeks without leaving undone work that I am expected to do. Furthermore, there will be an extra session of our Legislature at the time of the Conference, and the Institution is in need of a large appropriation for increased facilities. So, possibly, I will be able to do more good by staying at home; at any rate I owe it to the Institution to be on the grounds. I hope, however, that you will have a large number in attendance, and that much good may be done.

Fraternally yours, J. W. BLATTNER.

No. 9.]

MISSOURI INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB,
FULTON, Mo., March 3, 1888.

MR. J. R. DOBYNS, A. B—MY DEAR FRIEND: I will try and be present at the Conference, if I can make the trip. My health is so uncertain I can only say I will be present if I can. I am very anxious to see my old friends in the work for many years. And I desire to make the acquaintance of those I never saw.

Since I received your letter of March 1st, (only half an hour ago,) I am trying, in the few minutes I have, to say how long I have been in the work of teaching. I began to teach in 1831. I fear in my hurry to answer your letter I may make mistakes. I am so weak I will soon lie down. One or two words more. If my health does not prevent me, I will be present at the beginning of the Conference. I am too unwell to write. Your friend,

W. D. KERR.

No. 10]

FULTON, Mo., April 13, 1888.

J. R. DOBYNS, A. B.—MY DEAR SIR: I did not give up all hope of being present at the Conference until this morning. I am not able to make the trip. I do still attend to some duties every day, especially do I lecture every day. I hope each and every member of the Conference may have a pleasant and profit table time while they may remain at Jackson. I am, as ever,

Your friend,

W. D. KERR.

No. 11.]

INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES,
LEXINGTON AVE., BET. 67TH AND 68TH STREETS.
NEW YORK, April 10, 1888.

MR. J. R. DOBYNS, JACKSON, MISS.

DEAR SIR:—Yours of the 4th inst. is received. I am exceedingly sorry to say that the condition of the affairs of this Institution will not permit me to absent myself from my post of duty at the present time. It will therefore be impossible for me to attend the coming Conference of Principals.

Hoping that the session may prove interesting, and of great benefit to the cause of Deaf-Mute teaching, I am,

Yours truly,

D. GREENBERGER, PRIN.

No. 12.]

OREGON SCHOOL FOR DEAF-MUTES,
SALEM, OR., April 5, 1888.

PROF. J. R. DOBYNS--DEAR SIR: I feel moved to write you a line expressive of my regret at not being able to attend the meeting of Principals at your Institution. As the meeting occurs within two weeks of the close of our term it is utterly impossible for me to attend. Had it been two weeks earlier or later I might have arranged to be present. As it is, I can only think of you, and wish you all a most pleasant and profitable time. I hope the Convention will be a blessing to you and to all the Institutions of the South, and that your visitors will in many ways derive benefit from their trip to the "Sunny South."

Very truly yours,

P. S. KNIGHT, Sup't O. S. D. M.

No. 13.]

CLARKE INSTITUTE, NORTHAMPTON, MASS.,
March 21, 1888.

J. R. DOBYNS, PRINCIPAL OF INSTITUTE FOR THE DEAF, JACKSON, MISS.

DEAR SIR:—We regret that it will be impossible for anyone connected with this Institution to attend the Conference held with you next month.

Accept our hearty thanks for your proffered hospitality.

Yours very truly,

CAROLINE A. YALE, R. S.

No. 14.]

ORAL SCHOOL FOR THE DEAF,
PHILADELPHIA, PA., March 20, 1888.

MR. J. R. DOBYNS:—I thank you for your circular of arrangements received to-day, but my school duties will not permit me to leave Philadelphia at that season. Trusting you will have a profitable Conference.

Very truly yours,

MARY S. GARRETT.

No. 15.]

CALIFORNIA INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, AND THE BLIND.
BERKELEY, March 23, 1888.

MR. J. R. DOBYNS—MY DEAR SIR: I am sorry to say that I cannot be with you and the brethren at the coming Conference, as I had hoped and expected. The sudden resignation of my clerk, who for many years has been with me, involves a change in the whole domestic department and it will not be for the best interest of the Institution that the Principal should be absent while new arrangements are put in operation. I regret this disappointment more than I can express, and especially to miss contributing my share in doing honor to the memory of the distinguished pioneer in whose footsteps we are treading. Please make my salutations to the good friends who will gather under your roof and share the proverbial Southern hospitality. Would that I could be there but the fates are against me. Yours truly,

W. WILKINSON.

No. 16.]

MACKAY INSTITUTION FOR PROTESTANT DEAF MUTES AND THE BLIND,
NOTRE DAME DE GRACE.
MONTREAL, P. Q., April 5, 1888.

J. R. DOBYNS, ESQ.,—DEAR SIR: Your favor of March 31st to hand, and I desire to assure you that nothing would give me greater pleasure than being amongst those who will enjoy the privilege of attending the convention to be held this month in your Institution, but unfortunately, it is quite out of my power to do so.

I am due in the city of Quebec to give an exhibition of our pupils' attainments next week, after which, it would be too late to start for Mississippi. I made every effort to attend the Convention, principally I must confess because it was held in your Institution, but found it impossible. You know this is only a small Institution, and on account of lately losing my head teacher, I really have no one who could carry on the work during my absence.

I thank you for remembering me, and desire also to take this opportunity of expressing my sincere thanks to you for your many acts of kindness to my sister Mossie. * * * * * * * * * * * * *

I know I would learn much that would be useful to me at the Convention.

With very sincere wishes for the success of the Convention and regretting my inability to profit by it. Yours very truly,

H. E. MCGANN.

No. 17.]

INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND,
RALEIGH, N. C., April 5, 1888.

PROF. J. R. DOBYNS—DEAR SIR: It would give me very great pleasure to attend the Conference of Superintendents and Principals which is to convene at your Institution on the 14th inst., but it will not be convenient for me to do so. Hoping you will have a full attendance, and a pleasant and profitable meeting, I am Yours truly,

W. J. YOUNG.

No. 18.]

MONTGOMERY, ALA., April 6, 1888.

MR. J. R. DOBYNS, SUPERINTENDENT, JACKSON, MISS.:

MY DEAR SIR.—The Governor is in receipt of your very kind and cordial in-

vitation of April 3rd, to be present at the approaching Conference to be held in Jackson, on April 14th. He directs me to say in reply that he would gladly be present if his engagements here would permit, but he is compelled by the pressure of his duties here to decline. Very respectfully yours,

J. K. JACKSON, Private Sec.

No. 19.]

INDIANA INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, INDIANAPOLIS, IND., April 2, 1888.

J. R. DOBYNS, JACKSON, MISS.—DEAR SIR: This Institution will be represented in the Conference of Superintendents and Principals of American Institutions for the Deaf and Dumb at Jackson, Miss., April 14th, by Prof. W. N. Burt, Principal in the Teaching Department of this Institution.

Hoping the Conference may be a grand success, and much good derived therefrom, I am yours very truly,

ELI P. BAKER, Sup't.

No. 20.]

ALABAMA INSTITUTION FOR THE DEAF, TALLADEGA, ALA., April 13, 1888.

DEAR MR. DOBYNS:—Mr. Walker will hand you this letter, and will tell you how much I regret my enforced absence from the Conference. I never gave up entirely the idea of going until this morning. It is just out of the question for me to leave the Institution at this time.

Please greet the Conference for me. I sincerely hope you will have a pleasant and profitable meeting. Truly and fraternally yours,

J. H. JOHNSON.

No. 21.]

DEAF AND DUMB INSTITUTE, 401 ST. DENIS STREET, MONTREAL, Feb. 21, 1888.

P. G. GILLETT, SUPERINTENDENT, JACKSONVILLE, ILL.:

MY DEAR SIR:—Your cordial invitation to attend the "Sixth Conference of Superintendents and Principals in charge of the education of the Deaf and Dumb," has been most thankfully received. In reply I beg you to accept my regrets at not being able to be present in person, nevertheless, I shall be there in *heart* and *prayer* so that the noble cause which convenes so many superior minds may bear fruit for the good of the unfortunate ones for whose temporal and spiritual welfare we are, in Christ the Saviour, so gladly laboring.

Please extend my most sincere thanks to His Excellency, Governor Lowry, for the hearty welcome he has tendered to me as one of the invited from Canada, and also to the honorable Trustees of the Mississippi Institution, and accept the same for yourself, dear Mr. Gillett, with the assurance that, were I there, and were I called upon to express my opinion I would say both in English and French, "*Vive le systeme Americain—le systeme combine, et l'oral pour ceux qui peuvent en beneficier.*" Yours most respectfully,

SISTER MARY OF MERCY, Superintendent.

No. 22.]

WASHINGTON SCHOOL FOR DEFECTIVE YOUTH, VANCOUVER, W. T., April 3, 1888.

PROF. J. R. DOBYNS—MY DEAR SIR: I wish that it were possible for me to have the pleasure of attending the Conference of Principals, at your Institu-

tion, but it is not easy for me to leave home at the present time, owing to the fact, that the plans, which are now being prepared for our new buildings, will shortly be submitted, for approval, and the Board of Building Commissioners request my presence at that time. I should have liked to renew acquaintance with members of the Conference, whose friendly reception at the New York Convention held in 1884, I have not forgotten, and shall not forget, and also to know personally those whose names are only familliar from these meetings and their work, as well as to have the opportunity of visiting your noble Institution and meeting with yourself.

I should like also, to show by my presence the great value which I set upon those gatherings, the members of which have worked in season and out of season at much personal sacrifice, for the advancement of the best interests of the Deaf of this great country. The handsome and imposing structures erected in almost every State in the Union, and the numbers of men and women who have been sent forth, educated in such a manner as to fit them to take their part nobly in the world, best testify to the earnestness and success of their efforts. Please say for me, to my co-laborers, that I bid them God-speed in a work which has no superior.

With best wishes, and prayers for God's blessing to rest upon the deliberations of the Sixth Conference of Superintendents and Principals of American Institutions, I am, dear Sir,

Very truly yours, JAS. WATSON, Director.

No. 23.]

ST. JOSEPH'S INSTITUTE FOR THE IMPROVEMENT OF DEAF MUTES,
FORDHAM, April 6, 1888.

DR. PHILLIP G. GILLETT—DEAR SIR: I beg to return you my sincere thanks for the information with which you so kindly furnished me concerning the Conference to be held April 14th. I had hoped to be present at it; but, being called to Europe on business matters, I am obliged to forego this pleasure.

I will depend upon your kindness, sir, to convey to Mr. Dobyns my thanks for his kind invitation; and to the members of the Conference, my regret at not taking part in their interesting and useful work,

Wishing you perfect success, I am, Sir,

Yours very respectfully, E. NARDIN, Principal.

No. 24.]

BOSTON, April 6, 1888.
HORACE MANN SCHOOL.

PROF. J. R. DOBYNS—MY DEAR SIR: It is with much regret that I write you of my inability to attend the Conference.

The removal of two classes to another building, while waiting for the erection of our new school house, has naturally added much to my care, and I cannot properly leave them at this time. Trusting that the session may be a "season of refreshment" to yourself, as well as to your guests,

I am sincerely yours, SARAH FULLER.

No. 25.]

INSTITUTION DES SOURDS-MUTES,
MILE-END, CANADA, January 19, 1888.

TO PHILLIP G. GILLETT, ESQ., JACKSONVILLE, ILL.,—DEAR SIR: Very much obliged for your kind invitation to assist at the Sixth Conference that will take place at the Mississippi Institution, at the end of April. I am sorry to tell you that it will be impossible for me to attend the Conference at that time, on account of business that will detain me here about the same time. These

kind of Conferences have all my sympathy, and I wish you all a full success at that Conference, so important for the welfare and progress of the Deaf and Dumb.

Please accept my best compliments of the season, and believe me,

Yours truly, etc., J. B. MANSEANT, SR., Director.

No. 26.]

VOICE AND HEARING SCHOOL FOR THE DEAF,
EAGLEWOOD, ILL., April 13, 1888.

MR. J. R. DOBYNS, SUP'T INSTITUTE FOR THE DEAF, JACKSON, MISS.:

DEAR SIR: At the last moment, I find it impossible to leave home, so will be obliged to deny myself the pleasure of attending the Convention of Principals, to be held at your Institution within a few days.

Allow me to express the hope that the cause of Oral Education of the Deaf will receive a fresh impetus, and that the meetings of the Convention will be, in every way, pleasant and profitable. Very sincerely,

MARY MCCOWEN.

No. 27.]

PENNSYLVANIA ORAL SCHOOL FOR THE DEAF,
SCRANTON, PA., March 21, 1888.

MR. J. R. DOBYNS, JACKSON, MISS.—DEAR SIR: Yours of 16th received. My Board of Directors directed me to say to Dr. Gillett that business would prevent my attending. I am thinking of writing a paper. To whom shall I send it? Very truly yours,

EMMA GARRETT.

No. 28.]

EVANSVILLE, IND., April 8, 1888.

MY DEAR MR. DOBYNS: As it is an honor highly valued to be invited as one of the guests of the Conference of Superintendents and Principals of the Schools for the Deaf of the United States and Canada, now in session at the Mississippi Institution, it gives me more pain than you can imagine to tell you that unforseen and imperative business matters will prevent my leaving home this week, and consequently I shall be deprived of the great pleasure in participating in the occasion and advice of those who are older and more experienced in deaf-mute education than I am.

I assure you, my dear friend, that it is no ordinary affair that keeps me away, but something of great importance to me and mine, which, if I could explain, I am sure you would appreciate.

Thanking you sincerely for your kindness, and wishing the Conference every success, I am, with many regrets, your friend,

CHARLES KERNEY, Principal.

No. 29.]

NEW MEXICO SCHOOL FOR THE DEAF AND DUMB,
SANTA FE, N. M., April 4, 1888.

PROF. J. R. DOBYNS, JACKSON, MISS.:

DEAR SIR:—Your very kind letter of the 16th ultimo was received. I regret much that I will not be able to attend the Gallaudet Conference to be held at your Institution. I have to stay here teaching six scholars—three boys and three girls—in this school which recently became the public property of this Territory. It was started in this historic city November 10th, 1885, with five scholars, and supported by voluntary contributions along until the Legislature of this territory met here in the winter of 1886-'87. Though there were storms of long political strifes in the Legislature, I succeeded in having the school be-

come a permanent and public Institution, and a Committee consisting of the Attorney-General, Auditor and Treasurer of this Territory, was appointed to manage it. For the next four months it was kept going at the expense of the Territorial Treasury, and then it closed for summer vacation. The committee at one time last fall gave encouragement for the school to be opened again with an increasing number of scholars, but informed me later that the Treasury of this Territory was declared empty, (it has now remained so) and *could not* aid any for it, and thought of closing it. But I ventured to have it still going on out of my own pocket and by warrants against this territory, which can be paid whenever the money comes into the Treasury. The exhaustion of the Treasury has been so for a long time, so that the number of scholars can not be increased as it otherwise could. There are about forty deaf youths of school age (seven to twenty years) living in this Territory, and can be educated in this school if good aid is had for them, but they cannot be received here without aid. Most of them are the Mexicans and preferred to be taught in their church creed, the first of anything taught them, so I am told not to teach religion here.

I would have enjoyed much at your Convention should I go there this time, but I can not now leave this work, and have to deprive myself of the pleasure of being present in the Convention.

Hoping you may have a pleasant and profitable Convention, I am

Yours very respectfully,

LARS M. LARSON.

No. 30.]

OFFICE OF UNITED STATES MARSHAL,
TUSCUMBIA, ALA., April 14, 1888.

MR. J. R. DOBYNS, SUPERINTENDENT, JACKSON, MISS.:

DEAR SIR:—My official duties (the United States District Court being in session) and Miss Sullivan's private engagements, prevent the acceptance of your kind invitation, to attend your meeting. Very truly and respt'ly yours.

A. H. KELLER.

[Father of Hellen Keller, the blind and deaf prodigy, who was invited, with her father and teacher to attend the Conference.—SEC'Y.]

TELEGRAM.

No. 31.]

DEAF MUTE INSTITUTION,
BUFFALO, N. Y.
BUFFALO, N. Y., April 14, 1888.

PROF. J. R. DOBYNS, INSTITUTION FOR DEAF MUTES, JACKSON, MISS.:

I regret my inability to attend the Conference of Principals. Best wishes to all.

SISTER MARY ANN BURKE, Principal.

Mr. Dobyns moved that Mr. Park Terrel be added as an assistant to the Secretary. Carried.

Minutes of all previous meetings were read and approved.

Mr. W. O. Conner called to chair.

Chairman Dobyns, of Credentials Committee:

Mr. Dobyns: As Chairman of Credentials Committee, in making my report, I stated that there was some doubt in the minds of the members of the Committee, whether the

gentleman, Mr. Burt, from the Indiana Institution, is entitled to a seat as a regular member of this Conference. I think this the best time to settle that question. If Mr. Burt is to be a regular member of this Conference, he should have his seat and be ready to take part in all the proceedings.

Dr. E. M. Gallaudet moved that it be taken up and the chairman of the Committee on Credentials be requested to explain the circumstances.

The motion prevailed, and Mr. Dobyns, Chairman, stated:

Mr. President: This is a Conference of Superintendents and Principals. And when we say Conference of Superintendents and Principals, it means, as I understand it, a conference of the executive officers, or heads, of the various institutions and schools for the deaf and dumb. I received a letter as chairman of the Committee on Local Arrangement from Mr. Baker, Superintendent of the Indiana Institution, stating that Prof. Burt, principal of the teaching department, would represent that Institution in this Conference. For the information of the Conference, I will just read that letter.

There is no law, as I understand from Mr. Burt, creating a principal, as well as a superintendent, in that Institution. But Mr. Burt says he has been acting principal of the literary department for ten years, and has been considered, for ten years, principal, while Mr. Baker is the executive head of the Institution. At the Conference four years ago, the Missouri Institution sent Mr. Tate, then a teacher in the Institution, instead of Mr. Kerr, the Superintendent, whose health would not permit him to attend. The Committee on Credentials declined to seat Mr. Tate as a regular member, and the argument was made that, if Mr. Tate was seated, at the next Conference we might have half a dozen proxies, and the next might be one composed of proxies. And in course of time we might have a Conference composed of proxies who might be teachers, pupils, or any one to whom the Institution felt inclined to delegate that power, and on that ground he was not admitted as a regular member, but was admitted as an honorary member. The Committee would not take the responsibility of putting Mr. Burt down as a regular delegate, but now ask the Conference to decide that question.

Dr. Peet asked: Was Mr. Burt made a principal of one

of the departments of the Institution by vote of the Board of Directors, or was he appointed by the Superintendent? If he gains his appointment as principal of the most important department in the Institution to direct its studies from the Board of Directors, I would say that he is regularly and properly a member of this Conference, because it is a Conference of Superintendents and Principals, and if Mr. Burt comes here by regular appointment from his board of directors, he comes here as a member of the Conference of Principals. But if he derives his appointment simply by the personal action of Mr. Baker, I would say he is simply an honorary member.

Mr. Clark moved that Mr. Burt be admitted as a regular member of this Conference. Motion seconded by Mr. Dobyns.

Mr. Clark: Here is what I have to say: We are here to debate and argue, not for our own honor, but for the good of our charges. It makes no difference to us who is admitted to this floor, provided that person can give us something that we want, and I think that the man who is really the head of the Institution, no matter if he does have a political appointee over him who gets the honor and the most of the emoluments as the head of the Institution, ought to be recognized by us as the man we want to represent the Institution here. There are one or two institutions in this country, I am sorry to say, where the man who does the work, the man who teaches the children, the man who is the head of the Institution, and without whom the Institution would suffer, does not get the name of it, does not get the honor of it, nor the money, but a man appointed because he has been of political use to the constituted authorities gets all these things. Now shall we, the teachers of the deaf, go still further and say we will not recognize our brother teacher as representing his Institution here because he has a political head over him? I don't mean to say anything against political heads, at all, but I do say that we are the ones that ought to recognize him here, and I move most emphatically that we recognize Mr. Burt.

Dr. Gallaudet: Would it not be well for the question raised by Dr. Peet to be answered? We have every disposition to do him justice and do the whole question justice.

Mr. Burt: This letter was written by the superintendent of the institution, Mr. Baker, at the suggestion of the board of trustees. It was not sent as a credential, but in answer

to the printed request of the local committee of arrangements. I did not suppose, nor did anybody connected with the institution, that there would be any question as to my being eligible to membership of this Conference. I was sent here to represent our Institution—to take part in its deliberations, and to inform myself as to what is being done in other institutions, that we may have the advantage of the latest progress in deaf-mute instruction. I have acted as Principal of our school for the past ten years, and have been recognized as such at all times.

Dr. Peet: Were you appointed Principal by the board of trustees?

Mr. Burt: I suppose I was. Dr. Glenn came to our Institution about ten years ago, knowing nothing whatever about teaching the deaf and dumb, and was authorized by the board of trustees to select one of the teachers to assist him. He did so, selecting me, and so reported to the board of trustees, and that was the last I ever heard of the matter. I have acted as Principal for a good many years, and the question has never come up in our Legislature, nor in any way whatever. I never thought it worth while to go to the record to see what was done.

Mr. Moses: Does it make any difference whether a man is appointed by the board of directors or is self-appointed if he comes here representing a school for the deaf and dumb, why can't we receive him? No man in this house knows whether I am appointed by the board of trustees or by the Governor of the State, or by anybody at all.

Mr. Dobyns: Your report shows you are the executive officer.

Mr. Moses: I get that report up.

Mr. Dobyns: But that report is printed by authority of law. Do you make the laws of your State?

Mr. Moses: It is a matter of fact that that report is printed with the other public printing of the State.

Dr. Gillett: Who makes up your trustees' report?

Mr. Moses: I do. [laughter.] That is the part of the report showing who are the officers of the board and of the Institution. The reports of the officers of the board, including the President, are written by them; and the report, as a whole, is adopted and presented to the Legislature by the board. The lists and all the forms in the title pages I get up, copy the reports and have them printed.

It don't make any difference about the formality of an appointment by a board of trustees if a man comes here

representing the education of the deaf and dumb, either as superintendent or principal, or instead of the superintendent or principal, I think we ought to recognize him. I endorse heartily the remarks made by Mr. Clark about the one who really teaches, and I concur in the motion of Bro. Clark, which has been seconded.

Dr. Gillett: Didn't your board, or the President of your board, in his report state that you had been appointed Principal of the Institution?

Mr. Moses: I think not.

Dr. Peet: The reason why I asked that question was that if the appointment has been made in the way that it appears to have been, regularly and properly by the directors of the institution, asking the Superintendent, their special executive, to appoint one of the teachers to act as Principal, and represent the Institution in that capacity, both in the government and classification and in the course of study and in conference with a body like this, acting in every way by authority of the board of directors, this question need not have come up at all, and he is *de facto* and *de jure* one of those whom the committee on credentials is expected to place upon the list of members. The only point is this: Shall we recognize a representative of an institution one who has no official position except that which is given him as a delegate?—whether, in other words, the Conference of Principals shall degenerate into a conference of proxies? It would be very convenient for each one of us to send one of our assistants to represent the institution. Is that the policy of the Conference in the future? I do not care which way it is decided, nor do I care to tell my views on this subject. Now that my question has been satisfactorily answered. I move as an amendment to the resolution that is before us, that we recognize Mr. Burt as a proper and regular member of the Conference on account of his position in the Indiana Institution.

Seconded by Mr. Walker.

Mr. Clark accepted the amendment and said: All I wish to say is, that Mr. Burt should be a member of the Conference. It seems to be rather queer that a man should come here with the statement that he has formed a school for deaf mutes which has been in operation for three months, that he is a principal; and if he has three pupils we will accept him as a principal. There is no question about his being a member of this Conference. But here comes a gentleman from a great State, with a large num-

ber of deaf mute children behind him. He is the head teacher of these children, and is the most capable man connected with the institution. Without him there would be no Institution, and we say we will not receive him. I am a teacher and glory in it. I think it is the highest of all my duties, The rest I look upon as mere trifles compared with my duties as teacher. I think where the office of teacher and the executive head of the institution is separated, the teacher is the one to represent the institution here. Between the two, the man who has taught ten years, and the man who has lived as its head for ten years—between the two, the teacher is the man we want here.

Dr. Gallaudet: I have felt that we might occupy a little time in considering this question. The board appointed this gentleman who now asks recognition of us as a member of this Conference, for in my judgment I think he has satisfied us he has a right to be so considered, and I shall vote with great pleasure for the resolution acknowledging his claim to be recognized as a member of this Conference. In the first place, with all respect to our friend, Mr. Clarke, I must object to his idea that we are called upon to acknowledge and receive as a member of this Conference any one who may be sent to us by the constituted authorities of any institution. I think that is an error. I think the carrying out of that policy might lead to the degeneration of this Conference into an inferior body; inferior, not in intelligence, but inferior in official dignity. This Conference was begun twenty years ago as a Conference of the executive heads of Institutions, or at least, for that point has been stretched a little, those who may be recognized as at the head of the educational department. At that point I stop. At the Conference four years ago a gentleman very much respected, very intelligent and perfectly competent to be a Principal or Superintendent, came from Missouri with a letter from his Principal saying that he asked him to be recognized as a member of the Conference. He was simply a teacher, and the Conference declined to recognize him, and I think justly. He was placed on the list of honorary membership, he had the right to enter into all discussions and offer resolutions, and was only debarred from the right to vote. We received him as an honorary member. Any one who is interested in the cause of deaf mute education and is actively engaged in it, and takes the trouble to attend our Conference, we extend to him or her an invitation to come, and receive them as honorary members. That I think,

Mr. Clarke, on reflection, will understand. I take this stand, that we are either Superintendents in charge entirely of institutions or those who may be at the head of the intellectual department of the institution. Now, Mr. Burt comes to us, and a letter is on file from the Superintendent of the Institution, saying that he is sent to represent the Institution as the Principal of the teaching department. I am very glad that we have this letter on record. So far as I am aware it is the first public acknowledgment by the officers of the Indiana Institution that Mr. Burt is a Principal. I have seen no other, and I heartily accord with what Dr. Gillett has said endorsing it. I had had it in mind to say it, which proves that great minds run in the same channels.

Dr. Gillett: Thank you, sir.

Dr. Gallaudet: And so far as political influence goes, I do not think we can too strongly and emphatically express our disapprobation of such proceedings. It is an outrage and a crime upon an unprotected, innocent and suffering portion of the community, that a man should be placed in office who will not even take the pains, after he has been appointed to a high position, in charge of an Institution for the deaf, to learn to be able to communicate with the children of that Institution. There are some, it is true, who have come into the position, who have strained every nerve, and they learn to teach the deaf, and actually teach them, and while I discountenance the putting in such a position a man who knows nothing of the work, I have a measure of respect for one who has tried honestly to fit himself to fill it after he is in it. But it is notorious that in the Indiana Institution there have been two officers who have not taken the pains to fit themselves, and they would hardly dare to present themselves at this Conference; they do not know enough to benefit by it.

Now, Mr. President, I would like very much to vote for this resolution. I like the form Dr. Peet has presented it in very much, and I would like in some way to convey to the authorities of the Indiana Institution the idea that we do receive Mr. Burt as a full member of this Conference, because we are informed that he is the Principal of the Intellectual Department of that Institution, and we request that the authorities of that Institution take pains to allow Mr. Burt to enjoy all the dignity before his pupils and the world that may arise from the knowledge that he is the Principal of the Teaching Department of that Institution; and to convey in some way to that Institution that

this Conference feels that those authorities are in honor bound to give that fact to the world, having asked us to recognize him as a delegate.

Mr. Clark: I am perfectly willing to accept Dr. Peet's amendment.

Mr. Burt: They have painted our Institution in very black colors. I do not think it is such an Institution as it has been represented. I think Dr. Gallaudet might admit that during the last ten or twelve years we have sent several pupils to him very well up.

Dr. Gallaudet: In spite of very insurmountable obstacles; I do not see how you could have done it.

Mr. Burt: Mr. Baker said, when he received this letter, that he had once made a trip to the South and he would like very much to repeat the experiment; he said that "a good many questions would come up that you, from your long experience with the deaf and dumb, would better profit by than I could, and while I would like to make the trip myself I think it is due to the pupils under our charge that you should be sent by the Board of Trustees." He knew very well that he could have come here, and, without question, have been recognized. He did not know that I was going to have any difficulty in being recognized. I do not suppose he would have sent me, and I know I would not have come myself. I did not want to come eight hundred miles to be snubbed—I could have been accomodated nearer home.

Dr. Peet: We will take our hats off to you.

Mr. Burt: But I must stand up as a Hoosier for my native State. Our Trustees and Superintendent have allowed me the utmost freedom, as far as was in their power, to make any changes in that Institution, as Principal, that I might desire, and I am not trammelled in the least. Never asked for anything without receiving it. I have never received kinder treatment in my life than I have received from these same men, that you have heard spoken of here, within the last ten years. They are, personally, men highly respected in the community. One of them is a man of wealth, and wealth that he has acquired honorably. He is recognized as one of the first citizens of the county from which he came. I can say if he were here he would favorably impress you. I consider him as an intelligent man, the equal in intelligence, perhaps, of any man that could have been sent by our Board to represent the Institution.

Mr. Walker, of South Carolina: We will come to a vote now to receive Mr. Burt as a member of this Conference.

The following resolution was offered by Mr. Clarke, of Arkansas, and unanimously passed:

Resolved, That as it has been made plain that Mr. Burt is the Principal of the Educational Department of the Indiana Institution he is unquestionably qualified and is hereby declared to be a member of this Convention.

Mr. Walker, of Kansas, moved previous question.

Mr. Walker, of South Carolina. insisted on the floor, and said: "I have only a word to say. Mr. Burt comes to us as a Principal, and it is not our business to go back and investigate how he came to be in that position. If he came here as a proxy I should certainly vote against receiving any proxies, but he comes as a Principal and we must admit him."

Mr. Dobyns: Mr. Burt comes from a *political* Institution and we can't go behind the returns. [Laughter].

The question was put and carried, and Mr. Burt was seated as a regular member of the Conference.

Dr. Gallaudet: I believe Mr. Burt has a little misunderstood the attitude of those who have debated this question. It seems to me that he thought there really was some little disposition to keep him out. I think it has merely been that we were desirous of placing ourselves upon the record clearly. I do not think he ought to feel that he has been held back in any way. On the contrary, he has given us the opportunity of saying some very pleasant things about him.

The next thing in order was the reading of the following paper by Principal J. Scott Hutton, of Nova Scotia:

THE TEACHING OF LANGUAGE.

"To Educate the Deaf Mute is to Give Him Language, and to Give Him Language is to Educate Him."

This dictum will, I believe, be generally accepted as a succinct and accurate statement of the essence and aim of Deaf Mute education. Whatever means may be employed to compass this end—whether it be the "pure oral," the manual, or the combined system—the goal to be reached is

the same for all, and the same general principles should guide and regulate their application.

The best method of teaching or acquiring a language without the assistance of the ear, is independent of the question, whether that language is to be acquired through the eye and the lip alone, or througn the eye and the hand as well as the lip.

The advocates of the oral method insist on teaching it through the eye and the lip to the exclusion of other aids. The friends of the manual and combined system believe that in so difficult an undertaking no available aid should be rejected. They fail to see the wisdom of crippling or cutting off one arm in order to do better work with the other.

On whichever side the balance of superiority may lie, there is one thing indispensable to both—a right method of developing the principles and practice of verbal language to those who are totally ignorant of it.

It is not my purpose to attempt an outline of a course of Language Lessons. This task I leave to abler hands. I propose simply to notice some systems of teaching, and to offer a few observations suggested by my own experience, in the hope of eliciting the views and experience of others on various practical aspects of the subject.

The chief systems of Language teaching may be thus described:

(1.) The Dryasdust, or ultra-grammatical method.
(2.) The Irregular Method.
(3.) The Scientific Method.
(4.) The Natural Method.

The teaching of the English language to the deaf for nearly three generations seems to have been modelled on the traditional methods employed in teaching the dead languages to those who hear. The old system of teaching Latin and Greek, which was such a weariness to the flesh, has been superseded by more rational methods. Thanks to the labors of Arnold, Smith, Bryce and other educational reformers, the classical student is no longer doomed to toil over an arid waste of grammatical drybones to reach the green pastures of Greek or Roman literature. A similar service has been performed for the student of modern languages in the works of Allendorff, Ahn and others of the same school.

These educationists have dealt with language as a living organism, not a fleshless skeleton, and have endeavored to exemplify its forms and functions in a manner consonant

with the laws of mind, and the practical needs of the learner.

In the education of the deaf, however, we seem to be still working very much on principles discarded in other fields. Even some who are honestly striving to keep abreast of the age and to preserve an open eye for every improvement, feel the difficulty of escaping completely from the influence of early habits and training.

The old system had the form of logical consistency without the power. It had a great appearance of philosophical arrangement, and promised well in theory, but proved utterly disappointing in practice.

Commencing with the manual alphabet and the names of common objects, dreary months were spent in mastering an exhaustive classified vocabulary of nearly all things in earth and heaven, and the pupil being carefully drilled even in words and phrases he would never require, merely to complete the classified list.

For example, a poor child brought up in a laborer's cottage would learn carefully (perhaps *painfully* too,) the article of furniture belonging to a drawing-room, which he never saw, and might likely never see, when he could not tell you his brothers' or sisters' names, or the town or street he lived in. But the drawing-room was "a part of a house," and therefore under the appropriate heading he must needs know all that was included under it.

The "noun-substantive," the counter-part and symbol of *substance*, being thus taught as the philosophical basis of speech, the "noun-adjective," or quality word must follow. Lists of adjectives of all sorts and sizes, embracing such un-child-like terms as *angular*, *porous*, *compact*, *transparent*, *inflammable*, *inedible*, etc., were then laboriously inculcated. Next, to meet the law of substance plus attribute or quality, phrases embodying adjectives and nouns were copiously poured into the receptive memory. Next followed the indispensable "verb" as the link between substantive and attribute, and the means of affirmation and negation, without which the "sentence" is impossible.

The "Substantive Verb" or verb "To Be" as underlying all other forms of the verb (e. g. *stands*—is standing, *walk*—are walking) was first taught (in the third person, indicative present, only,) in a series of abstract propositions about as interesting to the deaf child as algebraic formulas. Then followed the verb *have*, *has*, as expressing possession similarly illustrated—then *do*, *does*, *do not*, *does not* as auxiliaries to a few verbs denoting action—all illus-

trated in a series of abstract examples far removed from the child's interest or experience, and therefore almost useless for the purpose employed. Prepositions and pronouns were taught in the same unpractical manner, almost the only verbs used in illustrating these being Have and Be, scarcely an active verb, or common irregular form being as yet introduced.

Here are a few gems from a work constructed on "the dryasdust method."

"The dog is viviparous. The goldfinch is viviparous. Have all mammalia four feet? Are all fishes mammalia? What amphibious animals have no feet? Of what animals is the blood white and cold? Have all reptiles red blood? Do reptiles bring forth their young alive? Have reptiles feet and antennæ? Have gnats a proboscis?" etc., etc.

And so on *ad nauseam*. And while the poor mute is doomed to wade through this learned rubbish, he is not taught to express the simplest want or idea of his own, e. g. "I am hungry, I want something to eat. I am thirsty, I want a drink. I have a headache. I like to play. "Please give me a pencil," or any similar phrase or sentence connected with the living facts and needs of his little world. One was almost afraid to allow the pupil to pick up any colloquial or common expression, lest he might anticipate a form of construction or grammatical rule which had not been formally taught. Hence it was not uncommon for pupils after two or three years of this training to regale the much enduring teacher with such choice *morceaux* as "A horse is four feet." "A cow has a quadruped." "A dog is a quadruped animal." "The gentleman is an ass," etc.

I venture to say that if this method had been applied to any of us in our earliest years we would never have learned to speak correctly, and our command of English to-day would have been about as poor, as bald, disjointed, or grotesque as any deaf mute's. It is amazing how any intelligent person could even hope to teach English to anybody in such a fashion.

This may seem an extreme case, but I have reason to believe that something of this ultra-grammatical notion, this abstract, unpractical style, still lurks in some minds, still clings to language-teaching in some schools. What is required is complete emancipation from a barren and misleading logical theory, a false notion of the dignity of education, and a return to the principles of a living realism. The first necessity of the deaf mute is not the storing of

the mind with new ideas, but the power of clearly distinguishing and expressing the idea he already has. To give him this power we must descend to his own infantile level of thought and experience, and find there the materials for his first lessons in the meaning and use of words. Let us not be tempted to regard this work as beneath the dignity of teaching, to despise the childish exercises and illustrations best fitted to interest and arouse his powers. Nothing can be deemed "trivial" which tends to fix attention, to awaken interest, to set the wheels of intellect in motion, and to give the mute a *practical feeling* of the living connection between *words* and the familiar realities of his daily experience.

The second system mentioned, which I have called the *Irregular Method*, runs to the opposite extreme. In the reaction of weariness or disgust at the slow and meagre results of a rigid logical or grammatical course, some have drifted into a loose and desultory habit, in which words, phrases and forms of construction are taught as they came up in the incidental facts and occurrences of daily life, without any definite order or plan of procedure from point to point.

Others follow "the dryasdust method" during the first two or three years, but abandon regular language-teaching during the rest of the period of instruction, trusting to its being picked up haphazard while cramming pupils in Bible History, Natural History, English History, Geography or Astronomy, in order to gratify the craving for display at public examinations—all the while that the pupils are wofully deficient in the use of words to express their commonest ideas and wants. Hearing children doubtless learn their mother tongue in this irregular way—but the thousandfold endless repetition of words and phrases in vivid instantaneous association with the ideas, objects and wants they describe, and the swiftness of ear and lip, compared with eye and hand, as vehicles of impression and expression, counterbalance in their case the entire absence of order in the presentation of the forms of speech to the mind. With deaf children, however, we cannot safely neglect order in the teaching of language. And while the Irregular Method secures unlimited freedom, variety and interest to the daily lessons, and imparts a feeling of reality to words, and a readiness in the use of common language unattainable on the ultra-orderly system, it fails to convey a clear perception of the elements of the sentence and the mutual relation of force. Hence, when the pupil

is thrown on his own resources either in reading or writing he proves unable to make his way with certainty or ease.

THE SCIENTIFIC METHOD

(the third mentioned) has never been carried out, I believe, in any of the British Institutions. The best exposition of it which I know is given in an admirable series of articles in the American Annals of the Deaf and Dumb, for April and October, 1880, and January, 1881, by Mr. Richard Storrs, M. A., of Hartford, one of the ablest and most experienced of American instructors of deaf mutes. The scientific method, according to Mr. Storrs, is based on the principle "that the highest function of language is to serve the faculties of the thinker, and not of a parrot merely." Hence, it is insisted, that an exact expression of thought is more valuable than a smattering of idiomatic phraseology without systematic training in the construction of sentences. Mr. Storrs thus describes the specific object of his method: "MASTERY of a MINIMIZED course of simple, systematic English *by the duller pupils of the class;* this, and this alone, being the aim and claim of the scientific method as applied to deaf mute instruction."

Starting with the simple proposition in its naked elements—the unqualified subject and predicate, the noun and the verb, the *thing* or *object-word* on the one hand, and the *doing* or *action word* on the other—this method proceeds by the most gradual steps from the known to the unknown, carefully excluding, as it goes along, everything non-essential to structural completeness—anticipating nothing for the mere sake of catching at a mechanical facility in using a limited number of idiomatic forms—developing the various modifications of subject and predicate in strictly logical sequence, until *the feeling* of the force and relation of the parts, especially the force of the verb, is worked into the mental habit of the mute, as it is with us who hear. Under this method, it is claimed, that this result (which is exactly the thing most earnestly desired and so seldom attained in general experience) can be reached by the average pupil during the average term of instruction.

Mr. Storr's method, as you are aware, is accompanied by various original and ingenious applications of the principle of *visual* presentation of grammatical forms. He employs what he calls a "*Sentence map*," on which the different parts of the *sentence* are visibly portrayed—first, the simple subject and predicate, then the successive enlargements of these by attributive complementary and supplementary

clauses, so arranged as to exhibit their mutual dependence and order in the sentence. Interrogative forms are similarly illustrated on a "Question Board." These Sentence-maps and Question-boards, suspended before the class keeps constantly before the pupil's eye and mind the essential features of the proposition, and afford a ready means of suggesting exercises in sentence-making and of correcting errors as they occur.

This is but an imperfect outline of the system which will well repay the careful study of every earnest teacher.

The specimens of uncorrected composition by pupils after one, two and three years training on this plan, show a command of simple, natural, correct English, surpassing any results obtained in the same time in my own experience—and we cannot but admire the philosophic grasp and insight, the ingenuity, industry and skill required to construct and carry out successfully such a method.

I wish it were practicable to apply this method in its entirety in all our schools. I doubt, however, whether under existing circumstances, it should be attempted.

I would therefore prefer, as perhaps more suitable to general circumstances the fourth method mentioned, viz:—

THE NATURAL METHOD.

This method has been severely condemned by the advocates of the Scientific Method, and by none more decidedly than by Mr. Storrs himself. But this, I think, arises from compounding it with the Irregular Method already referred to. The latter coincided to some points with the former, but they are far from identical. The Natural Method, as I understand it, need not be "irregular." On the contrary, it may be guided by as definite an order as the Scientific Method, but that order is natural and empirical rather than logical. It follows what I might call *the historical* order in the presentation of the forms of language, *i. e.*, the order in which these forms are required by the child as the primary elements of social intercourse with those around it, as the means of understanding and expressing the current facts, ideas, and experiences of his everyday life.

The Natural Method aims at presenting language to the deaf in close and living connections with the facts and occurrences of real life, particularly in the early stages of instruction. All the exercises should be of a strictly practical nature, not merely appropriate and correct examples on words and phrases, but actual exhibition of the things, facts, or events described. The schoolroom should

be made, as far as possible, a *microcosm* of life with its multifarious facts and manifold phrases and relations. Time should not be spent in learning lists of unconnected words. Isolated words are nothing, and to have any real power over the mind must come clothed in living shapes, instinct with thought and feeling. New words and phrases should be taught in some real practical connection, surrounded by circumstances and associations similar to those under which we ourselves first acquired the ideas they convey.

Language, in relation to deaf mute education, may be viewed and treated in two respects, *1st*, as to its FORM, and 2nd, as to to the *process* of acquisition.

1. As to its FORM—Embracing the varied formulas and modes of collocation and expression—which may be comprehended under the following categories:

(1.) *Mandatives*—Including the forms and uses of the Imperative Mood—which as the primary form of the verb, and the earliest required in actual life, should be the first taught.

(2.) *Narratives*—Or the different ways of *telling*, stating, or relating a thing—embracing the Indicative, Subjunctive and Potential Moods—the varions forms of the proposition, affirmative and negative, simple and complete, absolute or conditioned, etc.

(3.) *Interrogatives*—Or the different ways of *asking* questions. These should be carried out simultaneously from the beginning. First, simple *Mandatives*, then by conversion *narrative sentences* built on these, and the *interrogatives* constructed on the simple propositions—the alternation and blending of which in colloquial intercourse weave the web of living conversation.

II. The *process* of acquisition. In this there are two distinct stages:

(1.) The comprehension of language, or ability to read it; and

(2.) The practice of language, or ability to use it. Children learn to understand much that is said in their hearing before they can use words intelligently themselves. This principle should be observed in the instruction of the deaf and dumb. Hence, even on the first day the pupil enters school, we should present to him, on the blackboard or slate, some simple phrases or sentences expressing ideas easily apprehended, of a kind to awaken interest and convey to his mind the first faint conception of the practical use of words.

A series of simple sentences expressing some of the things which he is most frequently desired to *do*, with some of his more constantly recurring *wants*, *requests*, *complaints*, and *feelings*, should be placed before him either in writing on the blackboard, or in printed sheets in large type, and these he should be practised in reading till he becomes familiar with them, and is able to *do* them, or to interpret them by signs *at sight*. On this plan, he is led from the first to grasp a sentence *as a whole*, without being distracted or confused by dwelling upon the individual words, just as the hearing child grasps the spoken sounds falling upon his ear, whether in single words, phrases or sentences, as vocal *units* conveying certain definite ideas, long before he can analyze or distinguish the elements of which they are composed of certain letters, and each sentence of certain words, and as his powers of discrimination become sharpened he recognizes the parts from the whole and acquires the feeling of their individual significance.

The same process should be followed with the deaf mute. Give him first the sentence as a whole, and afterwards teach him the words which compose it, and how they are connected together.

Practically, however, the two things can be carried on contemporaneously, by devoting part of the time daily spent in language teaching to each of them alternately.

ACTION—WRITING

is an essential part, I might say the chief characteristic, of the Natural Method, and for the first two or three years should be constantly, if not exclusively followed. Nothing interests the child so much as a lesson which is visible and tangible, or an exercise in which he is himself a principle performer. His active iustincts lead him to delight in the *doing* of things, in being called on to act his part in the little dramatic exercises which are to be embodied in verbal forms. The constant association of words, and phrases, and sentences, with the objects and actions they represent, gives a reality and an interest to them which cannot be secured in any other way. Action-writing, in fact, is the nearest approach possible to the way in which hearing children learn their mother tongue. It is unlimited in its range, being applicable to the illustration of all "the parts of speech"—all the inflections of noun, pronoun, verb, and adjective, as well as the endless uses of the preposition, and the functions of the adverb and conjunction.

The entire circle of concrete experience and observation, all that relates to the outward and visible manifestation of fact, feeling, or circumstance, can be brought effectively within its scope and application. And as the child must rise gradually from the visible to the invisible, from the particular to the general, from the concrete to the abstract, from the known to the unknown, I can conceive of no training so well adapted to prepare the mute for the subsequent mastery of abstract and purely idiomatic language. This method secures clearness of conception, definiteness of application, exhaustless variety of suitable material, and freshness of interest in all the elementary stages of instruction.

The first, so far as I am aware, to practice this method in Great Britain, was my own father, the late Mr. George Hutton, who used it constantly with his deaf pupils, I believe even long before it was adopted, as it now is, in the American institutions, or exemplified in the excellent lessons of the late Mr. Keep, of Hartford, and Dr. Isaac Peet, of New York.

I had the opportunity a few years ago of presenting this subject to the attention of British teachers at a conference in London, as well as of privately recommending its adoption in the course of visits to the various institutions for the deaf in the Northern country ; and I am glad to know that since then *action-writing* has been taken up by the leading English schools.

Another important feature of the natural method is

PICTURE TEACHING,

which may be regarded as the left arm of the system, while action teaching is the right. Picture teaching provides a sort of natural complement to action-writing, as an easy expansion of the sphere of illustration and expression, and a transition from the bald simplicity of narration in past time to the description of continuous existence and action in the present. Scenes and circumstances which, in action-writing, vanish ere the written record can be completed, remain in the picture visibly fixed, ready at any time for convenient reference.

The exercise of writing descriptions of pictures may be begun as soon as the pupil knows some of the more essential elements required in sentence-making, such as the present participle of a number of common verbs, the demonstrative phrases, *this is*, *there is*, *there are*, *has* and *have*, denoting possession, the pronouns *he*, *she*, *it*, *they*, and some half-dozen or more prepositions, as *in*, *on*, *off*,

out-of, *before*, *behind*, etc. With these few materials, and a little help, he will soon be able to produce in simple sentences a fair description (or inventory of the objects and their relative positions and doings) of any common picture that may be placed before him. At a subsequent stage the same pictures may form the subjects of more advanced exercises in "composition" when he may be encouraged to bring his imagination into play, and to aim at greater continuity and elevation of style, by the introduction of connective and disjunctive particles and various expansions of the subject and predicate. In fact, exercises in composition ought in this way be almost endlessly varied.

It would be a great boon to teachers if we had, in suitable size to hang before a class, a series of carefully prepared pictures adapted to the different stages of instruction. Such a series should include illustrations of all the familiar scenes of child-life, the home and family circle, the playground and its games, town and country life, agricultural operations, trades and occupations, arts and manufactures —in short, the entire circle of social and general knowledge with which the pupil either is, or should be acquainted.

Various pictures of this kind are, of course, to be found in all our institutions. The prints published by the religious Tract, and Christian Knowledge Societies, by Varty, Bacon, Prang and others, as well as the legion of illustrated papers weekly issuing from the press, furnish ample material for imparting information and training in language, but its very superabundance and scattered nature detract from its usefulness for the end now in view. What is wanted is a definite and well-considered series expressly adapted to the wants of British deaf-mutes, including everything essential, while at the same time free from needless or embarrassing details.

The preparation of such a series might, I think, fitly engage the attention of this Conference, being, in my opinion, more likely to be generally useful than the most elaborate course of language lessons that might be recommended for adoption.

The third and last feature of the natural method to which I shall call attention is

STORY TELLING.

Children delight in stories. We all remember the fascination of the fairy tales of early years, the eager interest and implicit faith with which we listened to the entertain-

ing and veracious histories of "Jack, the Giant-Killer," "Cinderella," "Blue Beard," and other juvenile classics, not to speak of the stories of the Bible, with their perennial charm and freshness, the heritage and delight of children in every age. Few things more pathetically illustrate the terrible privation of the deaf-mute than his exclusion from all this wonderland of childhood's literature; and I believe hardly anything could be more valuable as a means of mental development or of language-teaching than to open up to him in some measure this region of delight. This can easily be done through the medium of signs, even before he is able to read for himself the simplest English version of such tales, while by frequent practice in converting the stories told into verbal language, his interest and progress in composition will be quickened, and a taste for reading, so rare among deaf-mutes, more easily created.

Story-telling, in connection with story-reading and story-writing, should be early begun and diligently followed up. As soon as the pupil can write short sentences in past time, he should be taught to read and compose little narratives embodying incidents in his own experience at home or elsewhere. The first attempts may consist, perhaps, of only half-a-dozen short sentences like the following:

"A cat saw a mouse. The cat chased the mouse. The cat caught the mouse. The cat killed the mouse. The cat ate the mouse. The cat was glad."

The pupil being gradually led on to longer narratives and more concise and connected language, until he is able to reproduce in fairly good English any story of manageable compass which he has read or heard.

An excellent introduction to this kind of training will be found in the little stories appended to Mr. Keep's Language Lessons, and in the same author's admirable "School Stories," a little book of 30 or 40 short interesting tales written in a style of perfect naturalness, simplicity and clearness, which has proved a great favorite wherever it has been used. The tales include some old acquaintances, such as "Androcles and the Lion," Whittington and his Cat," told in a way exactly adapted to the wants of young children learning English, whether deaf or hearing.

As a means of training in language, story writing is infinitely preferable to those insipid performances, (chiefly a rehash of remembered crudities, partly didactic, partly descriptive, partly speculative, purely imitative, and wholly worthless), which sometimes figure in 'reports' and else-

where, as 'specimens of original composition.' The absurdity of setting deaf and dumb children to write 'essays' on such themes as history, education, inventions and discoveries, arts and manufactures, sin, salvation, etc., when they have not English enough to hold their own with a five-year old hearing and speaking child, is so palpable, that it ought not to be encouraged or tolerated by any one entrusted with the responsibility of their education. Against this, as against the whole system of *cram*, which has done so much mischief in the past, every friend of the deaf should set his face like a flint.

Had time permitted, I should have liked to complete this view of the Natural Method by saying something on the teaching of the Verb and the adjective, including the Article, and the Possessive Pronoun, and one or two other details, but having, I fear, already trespassed on your patience, I must leave these matters to some future occasion.

THE VERB.

The verb should be taught first in the *Imperative* form, because this is the primary form or root, on which all the modifications of Mood, Tense, Number and Person are grafted, or from which they grow. It is also the four first needed and used in actual life, whether we look at language in its historical development in the progress of the race, or in the individual.

We see this in the steps by which the infant acquires his mother tongue. The first utterances of the mother as she dandles the babe upon her knee are in the Imperative Mood. "Dance, baby, dance," "Clasp hands, baby," "Kiss Mamma," and similar expressions are among the earliest which fall upon the child's ear, and these being immediately associated in constant repitition with the actions specified, the child gradually learns, first, to *understand*, and then, to *use* them.

The same order should be followed with the deaf child. Begin with simple commands or directions, such as, "stand up," "sit down," "clasp hands," "shake hands," "run," "jump," etc., to be performed by each pupil in the class in turn, and then by the whole class simultaneously. On hese, as the next step, the simple narrative from the *pretente* should be built, e. g.:

I stood up I sat down. I clapped hands.
I ran. I jumped. etc.

Next, changing the nomenative to the third person, introduce the names of the actors in the little drama.

'James stood up. John sat down. Mary clapped hands. Jane ran, etc.

Then the plural pronoun *we* may be taught in similar circumstances, e. g.:

'We stood up. We sat down. We clapped hands.
We ran. We jumped, etc.

The second person plural may also be easily taught in the same way—the teacher himself performing the actions, and showing the pupils to write.

'You stood up. You sat down. You jumped, etc.

The use of *you* may be afterwards enlarged by making each pupil in turn address his fellows as *you*, and write or spell on the finger the sentences:

'You stood up. You ran. You jumped, etc.

These exercises should be continued till the pupils are familiar with the past tense of all verbs in common use, especially the irregular verbs, which are at once the most essential and the most difficult to master.

To teach the abstract tense first, as is generally done, is, I think, a great mistake. Neither children nor adults discourse in abstract propositions in their ordinary social intercourse. Children, at any rate, have no taste for verbal abstractions. They don't usually converse in a series of abstract statements, such as, 'Grass is green.' 'Snow is white.' 'Iron is hard.' 'Horses run.' 'Birds fly.' 'Fishes swim,' etc. On the contrary, the concrete elements of their own little circle—their own personality and action—what they like and don't like—want or don't want—have done or not done—seen or not seen, etc., form the staple of childish vocabulary and talk.

Why should the deaf mute be differently created and taught language in an unnatural and unchildlike fashion?

The particular should precede the general. the concrete go before the abstract, and therefore the first sentences taught should deal, not with abstract or general ideas, but with individual facts. When the child has learned by practice to write 'Mary walked, ran, jumped,' wrote, danced, or cried," he will more easily understand the habitual or indefinite force of the verb in the sentences.

'Mary walks, runs, jumps, writes, dances,' etc., as the generalized expression of particular acts.

The broad distinctions of tense should be acquired on the same principle.

The *present actual* should be taught from what is going on before the pupil's eye—the simple *past* being linked with all the things which he did *yesterday*. and the simple future with the things he will do *to-morrow*—the present perfect with the things he has done *to-day*. The corresponding Passive forms of these tenses should be given in close connection with them.

The distinctions expressed by *Yesterday*, *To-day*, *To-morrow*, thus clearly and familiarly illustrated, other phases of tense can be gradually introduced, reserving to the last the abstract or generalized form already mentioned, known as the Habitual or Indefinite Present.

The Compound Indicative Tenses and the forms of the Optative and Conditional Mood comes in later. and should be taught practically—just as they are learned by the child who hears—without obtruding the skeleton of the Conjugation or the names of the moods and tenses on the attention of the pupil. The verb,

TO BE,

as the simple copula joining substantive and attribute, in abstract

propositions, (as 'Blood is red,' 'Horses are quadrupeds,' 'A fish is an animal,' 'A man is a person,') I would not teach until the pupil was familiarized through action-writing, with the simple narrative tenses of all the common regular and irregular verbs. The introduction of it earlier or at the beginning of the course, I regard as unnatural and premature, leading to constant confusion in the use of the concrete forms of the active verb, transitive and intransitive.

On motion, discussion was deferred until the reading of the following paper, by Principal Job Williams, which was of a kindred subject:

What Degree of Proficiency in the Acquisition of Verbal Language May the Average Deaf Mute be Expected to Acquire?

The object of education is threefold, viz: The discipline of the intellect, the discipline of the moral nature, and the storing of the mind with useful knowledge. In education, character building, the development of moral power, should take precedence over every other consideration, and next to that, and generally associated with it, is intellectual power. To instruct the mind without educating the heart but increases the power for evil. A pre-requisite of this compound process is a ready means of communication between the teacher and the taught. Children possessed of all their faculties have this on their entrance into school. Spoken language has been so far mastered that teacher and pupil can interchange all simple ideas through that medium with the greatest ease.

Not so in the case of one born deaf. To such an one, entering the school at the age of eight or ten years, written and spoken languages are both alike mysteries, and the first step is to develop a means of communication.

Whatever the system of instruction used, and however much opinions may differ as to the comparative value of the various means used, all will agree that the medium of communication to be aimed at ultimately is verbal language, either written or spoken, and that in all cases where it is practicable both should be thoroughly mastered.

But how shall language be acquired? What degree of proficiency in it may be expected from the average pupil in our schools for deaf mutes?

Deaf mutes must use the same means in acquiring language as the hearing child does, viz: practice, (there is no other possible way,) and the degree of proficiency will depend upon the amount of practice.

The hearing child in a family of ordinary intelligence begins this practice by the age of two years, and has it so incessantly that by the time it has reached the age of ten years, it has come to understand without any conscious special instruction, and yet by ceaseless unconscious teaching, all the grammatical forms and most of the idioms of the English language. This certainly is true so far as the understanding of language is concerned, though it may not always be true of its use.

The congenitally deaf child starts in life under very different conditions. Deprived of the power of hearing the voices of those about it, it learns no language except that of the crudest signs. It does not even learn the names of the most familiar things about it—things that it sees and handles every day. When it enters school at ten or twelve years of age, it starts, so far as written or spoken language is concerned, where the hearing child starts at two years of age. Nay, far below that, for the hearing child learns to understand spoken language long before it begins to use it.

To be sure, the congenitally deaf child knows more at ten than the hearing child at two. It has seen more and learned some things from its own experience. It has more ideas, more observation, and probably has learned to reason more in regard to things that have come within the range of its vision, but it could evolve no written or spoken language, and very seldom has it been taught so much as a letter of the alphabet. It must start with a mind perfectly blank so far as verbal language is concerned.

The task set before the congenitally deaf child of learning the English language is a most difficult one. It must be learned by practice, but of the medium on which the hearing child depends for easy and incessant practice of the forms of language, the congenitally deaf child is wholly deprived. He can have but one repetition where the hearing child can have ten, and doubtless it would be no over-statement to say ten times ten. He is fearfully handicapped in the strife, and where he gains success, he deserves ten-fold praise.

The almost countless repetitions of the forms of language, secured to a child through perfect hearing and speech, give it unstinted practice in all the grammatical and idiomatic forms of language, until they become as familiar as the names of the days of the week. The whole field is gone over so often that language is absorbed rather than learned. No order, or method, in presentation of its difficulties is observed, or need be.

The case of the congenitally deaf child under the ordinary condition of school life, (we are speaking of no others now) is so different from that of the hearing child that the same process of teaching language ought not to be attempted. Success requires constant repetition, until the forms of language are indelibly fixed in the memory. Restricted as we are by the conditions of the case as to the quantity of language which, as teachers, we can bring to the attention of our pupils, and repetition being one of the prime requisites of success, it becomes us to narrow the field which we will try to cover, until its dimensions are such that we can go over it again and again in a reasonable time, and so gain that practice, *practice*, PRACTICE, without which success is almost hopeless.

There should be method in teaching. The teacher should always know just what principles he has taught, and constantly return on his track, expressing new ideas in old forms of language so frequently that no principle once acquired should ever be allowed to slip from memory, but should be repeated until it shall have become a part of the fixed mental capital, and that through a process never wearying to the pupil. Constant progress there should be, but never too rapid to admit of abundant practice on every point covered.

We are aware that rigid adherence to any carefully drawn plan of systematic teaching, imposes, not infrequently, annoying restrictions upon the teacher; that now and then a bright pupil, gifted with the language faculty, loses for the time being somewhat in breadth and freedom of expression, but in the long run even these favored few will fall little short of what they might have attained by more freedom in method, while the great majority of our classes attain a degree of clearness and grammatical correctness of expression that they never would reach, if left too soon to roam at will. Freedom in language is the goal we should strive to reach, but we shall reach it most surely if we make haste slowly.

Those curiosities of literature, sentences beginning in the middle, ending in fog and filled between with phrases absurdly misunderstood, and long words grotesquely misapplied, which used to furnish such an unfailing source of amusement to the teacher, while at the same time vexing his righteous soul and driving him almost to distraction, sprang from ambition to cover too much ground in a short space of time. Wherever the slower systematic drill has been insisted upon there is comparative freedom from these

absurdities, often called deaf-muteism, but which would more justly be named foreignisms, for they are the peculiarities of deaf mutes, but pertain to all people lacking familiarity with the English language. A deaf-mute's language need not come under the definition once given: "Language is a means of concealing thought," but he may be taught to make it a means of adequately expressing thought. The first essential of language is clearness, the next force, and the least and last elegance, and the deaf mute should be taught to value them in the order named. Another source of the failure of deaf mute pupils to acquire a clear and correct use of the English language is the failure on the part of the teacher to keep constantly before his own mind, and to impress upon the mind of the pupil the difference between the ability to understand thought expressed by another in words, and the power to express the same thought in one's own words. The pupil should be led to the use of printed books as soon as possible. He should be afforded every needed assistance in learning how to extract ideas from the printed page; words and phrases should be judiciously explained, and after thorough study, the language of the lesson should be picked to pieces by minute and rapid questioning, and every fact expressed made to stand out clearly. Then before leaving the lesson, each pupil in the class should be required to give the main facts of the lesson in his own words. The use of the language of the book should he allowed only so far as it has been thoroughly digested and assimilated by the child's mind. That abomination of language, made up of memorized words and phrases half understood, connected by a few simple words here and there, should never be tolerated.

This process will be unsatisfactory at first, and the inexperienced teacher will often be discouraged, and tempted to throw aside the book and return to manuscript lessons specially prepared for the class. But patience and perseverance will win success and the pupil will grow rapidly in mental grasp. His vocabulary and his stock of phrases will gradually increase and will be thoroughly his own, and he will work with constantly increasing satisfaction to himself and to his teacher.

Could the deaf-mute always be furnished with books just suited in point of style to his capacity, the need of hastening his introduction to ordinary school books would not be so urgent, but such books are not to be had. If our pupils are to make mental progress after they leave school,

it must be largely through their use of ordinary books, and the sooner they learn how to use such books, the better it will be for them. By the constant use of books deaf mutes will acquire that general gumption needed to grasp an idea when the full meaning of every word may not be fully understood, with which we are so familiar in hearing children, and which largely accounts for their ease and pleasure in reading.

In what has been said thus far, special reference has been had to those congenitally deaf, and to those who lost hearing before the acquisition of verbal language. To that other class of pupils, of whom a larger or smaller number are found in every school for the deaf, and who became familiar with the forms of language before hearing was lost, the foregoing remarks do not apply. They are on a different plane in respect to language. What they have already acquired without effort, and almost in spite of themselves, the congenitally deaf must attain, if at all, with the utmost pains and patience. The former has a larger vocabulary and a free swing of phrase and idiom, for which he may deserve little or no credit, but which the latter may not be able to attain, in equal degree, with the most praiseworthy effort. Yet, the latter may have much the greater mental grasp, and become a much more valuable member of the community, after he has finished his school course.

Fluency of expression should not be the sole standard of a pupil's worth among the deaf any more than among those having all their senses intact, nor should we expect uniformity of attainment in this line in the one class any more than the other, though all of fair ability may attain a clear, forcible and grammatical style.

It is not fair either to the congenitally deaf, or to the community, to present to the public the work of semi-mutes without explanation. It creates a false impression as to what may be accomplished for the mass of the congenitally deaf, and subjects their work to a test most unfair to them. The standard of measurement is false. Work for the semi-mute and the semi-deaf is as legitimate as any done in our institutions. They deserve hearty and sincere praise for the success they attain in spite of the great obstacles in their path. But exhibit their work for what it is, the work of semi mutes, and let not their comparatively easy success work to the disparagement of their less favored brethren, who have made less absolute, but more praiseworthy attainments.

Dr. Gillett: Mr. Chairman—I have no criticisms to offer on either of these papers. To endeavor to add to them would be very much like gilding refined gold, painting the lily or adding perfume to the rose. I will say in reference to Mr. Hutton's paper. that the natural method which he advocates so strongly has been in use in the Illinois Institution for more than twenty-five years, and we follow it so far as it is applicable with all grades of pupils. There are some very dull minds that are not able yet to take up an entire sentence immediately. We are fortunately so situated in the number of pupils annually received into that Institution—they will average from fifty to seventy every year - that we are able to make always three and sometimes four grades of pupils. With the first, second and third when there are four, and with the first and second when there are three, my judgment is that the natural method is the best that has yet been presented to us, and that it secures the best results; but with the duller pupils I find that the time of the teacher can be best improved, for a while at least, in the use of a limited and simple vocabulary. You understand that, unlike the common school, or the school for hearing and speaking persons, all the deaf, whatever may be their intellectual capacity, must be received at our institutions, and we cannot say to the parent of a deaf boy, "that boy is deficient, he is not capable of competing with the other youth in this school, and you would better find another place for him." However deficient he may be, unless he is verging upon idiocy, we must take him and make the best we can of him. I have no doubt Dr. Peet has found that to be true in his large experience. Am I correct?

Dr. Peet: Yes, sir.

Dr. Gillett, continuing: There is another element further along in the course of instruction, that we have found to be of very great help in the construction of language, which is numbers—the principles of arithmetic in the class of written language. Children who hear and speak learn language in connection with the principles of arithmetic. I have asked one of our teachers, who is a lady, and proceeds upon this idea with great success, to give me some minutes of her success in the use of language in connection with numbers, and I would like to read them here, as a part of my remarks. I will ask Mrs. Capps to read this paper of Miss Laura Sheridan's.

ONE METHOD OF TEACHING LANGUAGE WITH NUMBERS.

Every teacher of deaf mutes soon learns that no phrase or form of

construction in language becomes really the pupil's own without careful instruction and persistent practice in the use of the same. For years the text book in teaching arithmetic was to me an affliction, so crowded was it with phrases and turns of expression incomprehensible to the pupil, while the valuable time spent in explaining them seemed wasted, since the pupil's mind could no more *retain* such a medley *in their right relation to language* than a sieve can retain water. So it was a happy day when we found that the text book could be dispensed with in teaching numbers as far as they are used in practical every day life, and that in addition the instruction could be so managed as to impart very valuable instruction in language simultaneously. There are a large number of expressions, such as worth, worth of, price, price of, cost, cost of, bought, paid, spent, loss, gain, just as much as, twice as much as, one-half as much as, three times as much as, etc., etc., which the average deaf mute gets hopelessly mixed in composition, and yet which are of the most common conversational occurrence. These words, like all others, should be taught only in the connections in which they will be used, and, by thought and care on the part of the teacher, can be so incorporated in language exercises as to do this. The writer will never forget the morning, a few years ago, soon after her removal to the Illinois Institution, when her present Superintendent, stepping into the room and finding her beginning instruction in addition to a young class, remarked, "May I make a suggestion?" then began to teach them addition and subtraction in the same exercise by sending pupils into and out of the closet. That was the dawn of a new era to her in teaching numbers, the welcome, fresh influx of a new idea. *Since that* "action-writing" has been the basis of all early instruction in numbers—pupils, crayons, beans, sticks, anything that could be brought into action before the pupils, being used to make examples, which needed no other demonstration than what they saw. From such exercises it was an easy step to show them how to give an account in language of all their own purchases, and the results in change received. Such an account of everything they had bought for a week being rigidly required of them every Monday morning, until familiarity made that exercise no longer profitable, when it was dropped and the shopping experience of the teacher substituted. Pupils were now ready to begin making imaginary examples of their own, the teacher aiming at two points: first, to give instruction in principles; and, second, to teach the practical use of such words and expressions as have been mentioned. But experience demonstrated that the exercise did much more. It takes a much stronger mental grasp of a new principle in numbers to MAKE an example that shall *embody it*, than to SOLVE an example that embodies it, and we found that the effort roused and put into vigorous exercise their discerning and reflective powers, as few exercises can; coupled, as it was, with the most difficult of all things for deaf mutes—composition work. Then, the intensity of thought required clinched in the mind the principles taught, while the weak points in the teacher's instruction or the pupil's comprehension were exposed *very much sooner* than can be possible in the mere solution of examples. Of course care was needed to avoid confusion of thought and a great deal more of the same to avoid hurrying pupils along to

new points in both principles and language before instruction had been exhaustive of those already attempted and made familiar by frequent practice. But what we *claim for the method* is that it requires more intense mental action than any ordinary use of the text book can; while, if the teacher is careful in laying out her work, to teach those principles in numbers and language which the pupil will actually need when he buys and sells on the farm and in the store, she is more apt to strike the real practical thing in her instruction than if the class is using a text book. In making examples pupils learn rapidly the importance of values, and when he comes to fractions must be very alert or he will find himself selling parts of animals, getting his quantities all out of proportion, and coming out wrong generally. But such experience as these teach him what one-third of a thing, and three times as much of a thing really mean. Perhaps the greatest advantage of all in teaching numbers thus—gradually building up from action-writing to description of imaginary action—is, that there is a clear demonstration in the pupil's mind of what the process is FOR, which is more than some of us can say of early instruction in numbers. We have omitted to state that multiplication and division were taught together in the way of contrast, as addition and subtraction had been; the fact that multiplication is a short method of addition, and division a short method of subtraction being brought into demonstration again and again in the presence of the pupils by means of a numeral of one hundred balls and a cup of beans; the pupil also being required to demonstrate the fact himself over and over until he was perfectly familiar with it. Too much importance cannot be attached to making the pupil demonstrate his own work. Only by so doing can we know whether he knows what he is about. In teaching fractions this is peculiarly helpful, and we encourged it by grading the pupil higher if he illustrated his work. In finding the value of three-fourths of a barrel of sugar the pupil would draw the figure of a barrel, divide it into four parts, and put the sum designating the worth of three-fourths of the barrel on the line which was three-fourths from the bottom.

Another valuable exercise is to conduct imaginary sales in school, carrying on all the conversation in writing; and still another is to have the pupils carry on conversations in writing about real or imaginary shopping expeditions.

Of course the text book must be taken up in time, and during all this separate instruction in composition the text book in the hands of the pupil is a valuable assistant if he simply be encouraged to "try his hand" at working examples in it during these half hours in a deaf mute school room when the teacher is correcting language-exercises, and when, alas! too often the pupil is wasting his time in talk or dawdling as he waits his turn. The tables and necessary practice in ciphering can utilize these precious half hours so often wasted. There are always a few pupils in the class who will get ahead of the rest, and consider it an honor to be allowed to look over and correct the work of their slower class-mates in this line.

We close with a mention of one exercise used in teaching words and expressions according to the method advocated. We will take the verbs "paid," "bought" and "cost," for example. By requiring

the pupil to run one verb all through the example as much as possible and then replacing it with another, his attention is called sharply to the difference of construction required by the different verbs, and practice will make perfect their proper uses. Thus: "John bought a hat for $2. John paid $2 for a hat. John has a new hat. It cost $2. The cost of John's hat was $2." Of course success in this method, as in all others, must depend much upon the character of the class and more upon the ingenuity of the teacher and her experience and comprehension of *difficulties to be encountered.*

LAURA SHERIDAN.

Dr. Gillett: I will simply add that some of our teachers have used that method with very great advantage. Not with reference to teaching numbers so much as with reference to teaching language, is this process set forth here.

President Noyes asked: Do you use that method in your first or second year? Do you introduce during the first year the four simple rules—you certainly introduce the first and second? That is with the "A" division pupils, I should hardly do that with the "C" pupils. Some claim that the four simple rules should be introduced, but they should go together.

Dr. Gillett: In that matter I am more fearful of undertaking too much than in not undertaking enough; I think it better to teach a moderate amount thoroughly than a large amount imperfectly.

Mr. Gass: I have a little experience in that kind of work within the last two years, teaching the four rules together. I have found that my first year pupils will take up the four principles and accomplish almost as much with them combined as they will with any one or two of them separately. It requires very little effort when we combine two numbers, say two and three makes five, and then to say take two from five leaves three. Two and two makes four, and twice two makes four. Whenever they discover that three and three makes six, and twice three makes six, they discover by the combination of the factors the necessary relations, and see that three goes into twelve four times.

Mr. Walker: That is drifting from the question; it is the use of language and not figures.

Rev. Thomas Gallaudet: I just want to make one point that has occurred to me and grown in my mind within the last few years: I grew up among deaf mutes so naturally, that it was several years before I realized that they had two languages. We talk in English and in signs and in this sort of general way, and do not realize that

fact. Teachers ought to make the children appreciate that they have two languages. They think in the sign language and they write in the order of the sign language, and not in English. I know it is not an easy thing to do, but if it is done, it will be a great help to the teacher to get at the use of English. When I look back at our early experience, we tried to do the best we could but we had not these ideas clearly in mind. However, I think if we can get the child to realize as soon as possible that he has two languages, English and the sign language, it will help him materially. I think in the sign language myself. I am like a deaf mute from birth. I spell a word now and then some quotation—but the ideas I have are in the sign language. We teach them in the sign language, but we must guard them from writing in the sign language, too. They have got two languages and they must learn to distinguish between them.

Mr. Wyckoff, of Iowa: There are one or two things which are very well for the teacher of the deaf and dumb to keep constantly in mind, but I think that very many teachers lose sight of one fundamental fact—that is, that language is the expression of ideas. We very often find teachers pursuing a course of instruction that results only in words. Words without intelligent ideas are not language, and unless a pupil has a clear and vivid conception of what he wants to say before he starts in to write, he does not give expression to language. It is a very good thing for pupils to bring up a slate with a correctly written sentece that does not mean anything at all. A person not familiar with the deaf looks over the slate and sees nothing at all wrong in it. It is grammatical, the words are properly spelled and in their proper places, but there is actually no expression of ideas. Now we—especially in primary instruction—if we take very great pains in the beginning to find out what ideas the pupil has, and then give him the expression for that idea, he has something that he will hold to. He has something that he can build upon. But if we attempt to force our ideas upon him, or force our words upon him, without special regard for the fundamental principles, he gets a great mass of stuff that he don't know the use of. If a boy wants to tell me that his playmate has stolen his marbles and I show him how to write it, he knows that to-morrow, he knows it next week, and will know it six months from now. But when there have been no marbles stolen at all, I merely suggest to him that this boy has stolen the marbles and show him

how to write it, to-morrow he does not know it, it has gone, it has not become a living language to him. The words that were the expression of what he wished to say stood by him, they became part of his mental furniture. Now if we keep that principle distinctly in view, we will have a great many things that we now stumble over righted; we will have the holes bridged in the walk, in almost tvery institution in the land. I think perhaps I would be safe in saying that in every school-room in every institution in the land this is done to a greater or a less extent. Now if we follow out that simple idea I propose, we shall guide him, but unless we do that we shall get a great mass of stuff in the pupil's mind that is simply lumber. Now in our own school, we take very great pains with our little fellows, to encourage them to tell what transpired yesterday, what transpired at home. There is nothing we find that children will be more interested in than in telling what happened last summer at home. I was in a schoolroom the other day and a little boy about nine years old came up to me and he had seen a chicken killed that morning for the Sunday dinner.

Dr. Gillett: Was that Sunday morning?

Mr. Wycoff: No, sir, but he was very anxious to tell me that he had killed chickens at home. The other pupils in the class became very much interested in his efforts to tell me what it was. I purposely did not understand it.

Dr. Peet: He made this effort by signs?

Mr. Wyckoff: Entirely so; entirely by signs. I purposely did not understand just what he was trying to tell me. The other members of the class became very much interested in trying to get me to understand what this very little boy was trying to tell me. Finally, when I showed comprehension, they were all interested. Now to take up that little incident and to make a lesson of it was to do something that would do them a a great deal more good than to take up a cut-and-dried action that might be performed for their benefit in the school-room. I think, at least in my experience, it has always stayed better by my pupils. We have succeeded in making a great deal more use of such things than we could of anything that was performed, as the pupils might see, in a perfunctory way. There are a great many different methods pursued, but I think in following these methods it is much more important to pay particular attention to the form of the sentence than to the words employed. I say to make

teachers be very careful not to employ this form of sentence. Your pupils are not far enough advanced to clearly comprehend that. Don't use that form. Whatever is the idea that they wish to advance, I would rather, in most cases, that it be suppressed than to get in some particularly objectionable forms of sentences that they were not prepared for; using past tense verbs; some very few exceptions to that in the present tense at first. For instance: a pupil may be taught to say "I am well," but I do not want him taught very many of these forms. A very few of these forms in the present tense may be admitted as exceptions, but as a rule at first, I want it all in the past tense, in that particular form. Then after he gets along to a certain point he may have the actual present, not the habitual present, and from that we can go to the future, and so on to the other tenses of the verb. Without paying very much attention to the vocabulary that he gets, we do pay very great attention to the particular forms of the sentences. And I would far rather that the teacher had suppressed a perfectly correct sentence that the pupil was not yet fully prepared for the form, than to allow that to stand and say, that is all right. We have not arrived at a point yet where we have anything like perfection. We think we have some things that are good, and I came here hoping to get a great many more things that are good. If you can give them I shall feel that I have been richly repaid for my visit. I do feel that I have learned some things here that are worth all the time and expense incident to the visit.

The President here suggested that the members make short talks unless they desire to suspend the programme.

Dr. Peet: I am very much pleased with Mr. Wyckoff's explanation of a method which seems to me to be important. With reference to Rev. Dr. Gallaudet's calling the attention of the Conference to the fact that there are two languages—one of which the deaf mute thinks in from the time he is born, you might say, till he comes to the Institution—a language that he thinks in whether the language of signs is banished from the Institution or not—a language he will use under any and all circumstances when he is permitted—a language he will think in even when he cannot make signs. And for this language we have to give him an equivalent, and the best way is to take the bull by the horns and allow him to use this language and give him the English equivalent of it. Unless you do that you will never eradicate deaf-muteisms from his mind, in

my opinion. And the way Mr. Wyckoff gave is in a line with the idea brought out by Mr. Hutton, and strikes me as capital. The pupil originates the idea, expresses it in the natural way, and the teacher gives him the English equivalent of it. It is all a matter of equivalents. We have to receive from a teacher our equivalents for our thoughts. It is that way all through life. We have to get an equivalent for our thoughts in the language of the country.

Allusion has been made to four different forms of acquiring language, scientific formulas which we have largely adopted in New York in time past and which continue to form part of our system of instruction, the natural method, so-called, action-teaching, in connection with which, I would be glad to call the attention of my brethren, if they have not all seen it, though I presume they have, to a book of language-lessons which I wrote, and which was intended to be a sort of guide in this direction; and picture-teaching, as an illustration of which I would like to call your attention to a new book by Miss Susanna E. Hull, of London, which she calls "Lessons in Intuitive Language."

On a set of pictures published by the London Educational Supply Association, she has formed questions and reading lessons which she is issuing in a series of volumes for the purpose of developing the ideas suggested by these pictures. I have procured two dozen copies of the first volume and am using them with satisfactory success. And here, I would like to call your attention to a method of obtaining daily practice in the use of the English language, in connection with facts which come within the pupil's own experience. We require our pupils to keep a daily journal. In some of the classes, after the pupils come into the school-room, we have a sheet of foolscap and pen and ink placed before each one and require them to write, with pen and ink, their journal in the presence of the teacher. The result of this is that they give every act of their daily life. They tell the story of yesterday. They detail their conversations with each other, and amplify the discussions which occurred in the course of these conversations. They will also relate events they have read in the newspapers, and express their opinions upon them, often to the extent of an essay. It is one of the most interesting things I have ever seen. There are peculiarities of thought and expression, and there is not a day but one of the teachers will come to me and say, "Look

and see what one of my pupils wrote in his journal." They have forgotten they are writing a journal. Their interest is excited and their attention is absorbed in telling what they have seen and read. Some of the classes write their journals on pads with lead pencil, and the youngest on the large tablet slates with chalk crayons, but a daily journal is written by every pupil in the Institution, from the oldest to the youngest. "To-day is Wednesday, April 4th; yesterday was Tuesday, April 3d; to-morrow will be Thursday, April 5th." These compositions, faulty in style in some instances, surprisingly correct in others, are looked over and emendated by the teacher so that the pupil may come into possession of idiomatic language appropriately expressing his original ideas.

Mr. Walker, of South Carolina: You say the teachers correct these papers?

Dr. Peet: Yes, sir, after they have written them.

Mr. Walker: You say they are written in pen and ink?

Dr. Peet: Yes, sir, many of them.

Mr. Walker, of Kansas: How do they correct them?

Dr. Peet: In red ink. Some of the pupils write with a lead pencil, but the more advanced sit down immediately on entering the class-room, dip the pen in the ink and at once commence writing the journal.

There is one other point in connection with showing the distinction between the language of signs and the language of words. I am one of those who think that a person can use better language, have more correct thoughts, get into a habit of investigating things more thoroughly, if he understands the language of signs than if he does not. I think signs are as useful to a hearing person as they are to a deaf mute. I would not forget my knowledge of the sign language for a great deal. A deaf mute can express anything in signs if he he has a clear idea of it—nothing, if he has not. Ability to express, in signs, ideas obtained through reading, thus becomes a test of comprehension. I will endeavor to illustrate the method I have adopted in applying this principle. A class comes to the school-room with their lesson committed to memory. They have studied it over night. It is an important history lesson, for instance. We call up the recitation of the lesson, a pupil is selected by lot, and we require him to give the lesson in signs. If he does it accurately, it is a proof that he understands it, and that a clear exposition has been given to the class by him. Questions in signs, on the different

parts of the lesson, are then put to the other members of the class, after which they all turn to their slates and write the lesson in the words of the text-book. If the pupil selected to give the lesson in signs, does not do it clearly and accurately, that is, if he merely makes signs in the order of the words, and does not make a complete and graphic picture of each of the consecutive ideas, the teacher does it for him, or, in case of his own inability to do so, growing perhaps, out of want of experience in sign making, as is sometimes the case with hearing teachers, he sends for Mr. Jones, one of our deaf mute teachers, whose ability to make a perfect picture of any idea contained in any given passage is proverbial, and the class then write the lesson. The next day, another pupil is called upon to give the same lesson in signs, and a third pupil to give the new lesson, with the same repetition on the part of the teacher in case of failure. The lesson is then written. Three lessons are given in the same way on the third day, two being review, and one, advance. Four are given on the fourth day, and so on, the number of pupils, who each give a sign recitation, corresponding to the number of lessons in review, with the advance lesson added.

Mr. Walker: Do they write the full lesson?

Dr. Peet: They keep up this review for six lessons. I do not go back farther than six lessons. The new lesson and the previous five are all given in the sign language, and it is usual for each pupil to write out only the review lesson which he has himself given in signs and the new lesson. The remaining members of the class write out the new lesson and some of the review lessons. The immediate result is that the pupils, by constant review, through signs, asimulate perfectly the facts and ideas they have studied, and can reproduce them at will. The general result is that when a deaf mute can give clearly in signs, the ideas contained in the language which he has read in his text-book, that language appeals to him with a force that it never did before, and from that moment he begins to write more idiomatically and correctly. I know several instances of pupils who before they were taught upon that principle, were very weak in the English language, but after they had begun to express clearly in signs, ideas which they had obtained by reading so as to make a picture of them, they began to use language with very great freedom and ease.

Mr. Moses: Will the very interesting paper which Dr Gillett read in connection with this informal discussion be printed as a part of these proceedings? I want to move that it be ——

Dr. Gillett: That is a part of my speech.

Prof. Bell: I am so much interested in this discussion that I would like to take part in it.

Mr. Walker moved that the discussion be not closed, but that it be deferred to some future time and hour to be hereafter named.

Mr. Gillespie: It occurs to me that an amendment to that would be in order; that is, that others be deferred and this be finished.

Mr. Walker: I accept the amendment.

Dr. Peet moved that this discussion be continued now, and that the other papers be deferred.

The motion to continue the discussion prevailed and Prof. Bell said:

I do not know that I have ever listened to a more refreshing paper than that given to us by our friend from Nova Scotia. It delights me to observe in America a gradual change from the scholastic method of teaching languages to that which has been so properly called by Mr. Hutton the "natural method." But there is one point in the " natural method" to which I would direct your attention. When we study the methods by which languages are naturally acquired by hearing children we observe that comprehension of the language always precedes a child's attempt to express ideas in that language. He understands the language before he uses it; whereas, in our attempts to apply the natural method to the deaf, we try to make the child use the language before he understands it. I was very much struck by the remark of Mr. Williams, that it is practice, practice, practice, that gives a perfect command of language. That it is the frequency of repetition of words that impress them upon the memory.

Now, what sort of repetition do we give to the hearing child? Will any member of this Conference make the experiment? It is an interesting one.

Take a book intended for children's use and read it aloud. Test the speed of your reading, and you will find that two hundred (200) words a minute is not a fast rate. A stenographer will say that one hundred and fifty (150) words a minute would be above the average rate of public speak-

ing, but this is for language in which long words are of frequent occurrence, and where a deliberateness of utterance is employed that is uncommon in talking to children. Not only do short words predominate in our conversation with children, but mothers and nurses gabble at such express speed that a stenographer would probably give up in despair the attempt to transcribe the conversation. I am convinced from experiment that the average rate of nursery gossip exceeds two hundred (200) words a minute. However, to be well within the mark, let us assume 150 words as the average rate, and calculate upon this supposition the number of words presented to the ears of a hearing child in the course of a day. Let us suppose that if these words were concentrated into one continuous gabble, without any pause, it would amount to a talk of four hours in length, and surely this is not an excessive assumption. One hundred and fifty (150) words a minute amounts to nine thousand (9000) words an hour, or thirty-six thousand (36,000) words in four hours. This means that we shower at the ears of the hearing child no less than thirty-six thousand (36,000) words a day, and as the whole vocabulary we use in talking to children hardly exceeds three hundred (300) words, this means a very great daily repetition.

We not only talk to a child at the rate of thirty six thousand (36,000) words a day, but we do this for three hundred and sixty-five (365) days in the year, (we do not stop on Sundays), and we do this for two years before we expect the child to turn round and talk to us. If, then, we attempt to apply to the deaf the natural method of learning language, what sort of repetition of words to the eye should we give the deaf child before we exact from him any great efforts at English composition! In the natural method of learning language, comprehension always precedes expression. But in our schools for the deaf this process is generally reversed. For example, in our sign institutions, a story is told in signs, and pupils who know little or nothing of the English language are required to go through the drudgery of writing out the story in words. Would not the converse process be more natural and profitable? Even in schools where the sign language is not employed, action writing is largely resorted to. For example, a teacher will take a book from a boy, open it, pretend to read it, then close it and lay it upon the table. She then asks her class to express in English words what she has done.

While this plan furnishes an admirable exercise in composition for older pupils, it is surely out of place with pupils who can not understandingly read an ordinary book. It reverses the process of nature, which demands that comprehension shall precede expression, that a child must understand a language before he uses it.

Now, we know perfectly well that if we can repeat words to the eyes of deaf children with anything like the frequency and clearness with which we present them to the ears of the hearing, the deaf will come to master the language by the same natural process that produces comprehension in the hearing child. The great difficulty is how to do this. The speed of writing, even at a scribble, hardly exceeds thirty (30) words a minute. The speed of the manual alphabet can be made to approximate one hundred (100) words a minute, but very few teachers exceed an average speed of eighty (80) words per minute. It is obvious, then, that the teacher cannot, by his own exertions, even approximate to the natural speed of speech. Is there no hope, then, for the deaf child? Must the acquisition of English always be to him a long and laborious task? Must he acquire imperfectly, after years of labor, a language which is mastered by the hearing infant before he is four years of age? and which foreigners, commencing at the age when the deaf child enters school, acquire in a few months? I do not think so. I think that there is hope for the deaf child by the adoption of a plan that can be engrafted on any system of instruction. Though the speed at which we write is limited to about thirty (30) words a minute, the speed at which we read is very different, especially when the words are presented in print so that the letters are clear and unambiguous. I gave an interesting novel, the other day, to a friend, and noted the time when she began to read and also the time when she closed the book. I then made a calculation of the number of words she had read, and I found that *she had read more words in an hour and a half than a hearing child hears in the course of a day.* Other experiments have convinced me that the speed of silent reading, at least for those who know the language, averages from three hundred (300) to even four hundred (400) words a minute. I say, then, there is hope for the deaf, by putting books before them and accustoming them to form the habit of reading.

I would urge upon the members of this Conference, the importance of introducing reading as a regular school exercise, for the purpose of teaching the language. I would

introduce into the very youngest classes the practice of reading, whether the children understand what they read or not. You can get in this way a repetition of words to the eye, that cannot be obtained in any other way, and reading would co-operate with the regular instruction of the school-room to bring about a gradual comprehension of language.

I would place in the hands of the youngest pupils, in printed form, the stories that hearing children love to hear, and require them to read those stories, whether they understand them or not, without giving them any explanation of the meaning. Then, after their allotted task is completed, I would give them a reward.

I would show them a picture or act the story out in natural pantomine. I do not hold with many of my friends that signs have not their use. I believe that signs, like pictures, are capable of being used so as actually to facilitate the acquisition of our language by the deaf. The proper use of signs is to illustrate language, not to take its place. [Applause—"That is true."]

I do not know, however, if you will applaud me when I say that I do not here allude to the sign-language. [Applause.] There is the same distinction between pantomime and the sign-language that there is between pictures and the Egyptian Hieroglyphics. Egyptian Hieroglyphics consist of abbreviated conventionalized pictures, just as the sign language consists of abbreviated conventionalized pantomimes. No one will deny that the exhibition of a picture may add interest to the story that we tell a child. It illustrates the language, and it may be of invaluable assistance to him in realizing our meaning; but is that any reason why we should teach him English through Egyptian Hieroglyphics?

The moment you teach one language through another, the pupil thinks in the language of communication and acquires the other as a foreign tongue; just as the hearing children in our public schools continue to think exclusively in English, however many languages may be included in their curriculum of studies. The "natural method" demands that you shall teach a language by using it for the communication of thought without translation into any other tongue. If you want your child to learn German or French, the English language is an obstacle in the way, and retards his mastery of the foreign tongue, just as the use of the sign language in our institutions retards the acquisition of English. If you send your

child to Germany or France, or so surround him with German or French speaking people that communication is carried on exclusively in one or the other of these languages, he acquires the French or German as a native tongue.

I have no doubt that all things have a use, and even the sign language may have a use in the field of operations of our good friend, Dr. Thomas Gallaudet, but I do not think it should have a place in the school, or be used in the instruction of the young, for it comes between the deaf child's mind and the English language he is striving to master.

If words are impressed upon the memory by frequency of repetition, then the duller a pupil is, the more necessary is that repetition, and the more harmful the sign-language.

But, I am wandering from the subject. If we make a deaf child perform, as a regular school exercise, read through—not a few paragraphs, but pages upon pages of a book—he will get that repetition to the eye which the teacher cannot give him by writing or by the manual alphabet. Let the pupil spend half an hour or an hour a day in reading or spelling upon his fingers the language that describes a fascinating tale. Do not show him a picture, do not make him a sign, do not give him any explanation of the meaning until he has finished his allotted task. Then let the story be acted out and let pictures be freely used till he gets the meaning, not necessarily of the individual words and phrases, but of the story as a whole. He learns thus that the printed language in the book expresses a pantomime, or expresses a picture, or a series of pictures, which convey to his mind a narrative that absorbs and fascinates him. Now, when he is called upon to go through his next daily task, he knows that the language expresses a story of some kind that will interest him, and all the time he is reading or spelling, his mind is being exercised. Curiosity compels him to speculate; and he wonders what sort of a pantomime it is going to be, what sort of pictures will be shown him. He frames in his mind a hypothetical story which may or may not be right, but the pantomime or pictures will ultimately correct it. He is deriving ideas of some sort directly from the printed words. This is the sort of exercise that the child needs. This is the mental operation that goes on in the mind of the hearing child when he sits on his father's knee and listens to the story of adventure or to the fairy tale.

In both cases the comprehension of the language is imperfect; in both cases errors are corrected and interest aroused by the exhibition of pictures, or by the use of dramatic gestures and pantomime.

I therefore strongly recommend the introduction of reading as a school exercise, the introduction of interesting stories expressed in ordinary language, idiomatic phrases and all, not language stilted in expression, containing sentences exclusively arranged upon simple grammatical models. If the pupil is to make progress in his knowledge of ordinary language, the language must be above him, and not degraded to an unnatural level. Teachers may say why use idiomatic phrases that cannot possibly be explained to the deaf child? Why use language that he cannot in the earlier stages understand? But he never can come to understand them until he has seen them, any more than the hearing child can understand them until he has heard them. The hearing child learns to understand by hearing, and the deaf child will come to know by seeing. Frequency of repetition will impress the idiomatic phrases on his mind, and much reading will bring about this frequent repetition in ever-varying contexts.

I may allude here to an experiment that I made upon myself which has an important bearing on this whole subject. I obtained a work upon the education of the deaf and dumb written in the Spanish language (of which lan- language I knew nothing). I determined to ascertain how far I would come to understand the language by forcing myself to read the book. I read very carefully thirty (30) or forty (40) pages, and could make but little of it. The Latin roots helped a little, and I understood a few technical words here and there, but that was all. I refused the aid of a dictionary, for a dictionary stops the current of thought. I read thirty (30) or forty (40) pages and then stopped.

Now, a number of words had occurred so frequently that I remembered them though I knew not their meaning. These words I sought in the dictionary, and then I resumed my reading. I found that these words formed the key to the next thirty (30) or forty (40) pages, and that the meaning of many expressions that would otherwise have been obscure became manifest. New words also explained themselves by the context.

Every now and then, after reading a few pages, I resorted to the dictionary and sought the meaning of those unknown words that I could remember without looking at

the book. I then turned back to the beginning and read the whole a second time, and I was delighted to find that a very great portion of the meaning of that book revealed itself to me. Indeed, I felt convinced that if I wanted to comprehend the Spanish language all I had to do was to read, and read, and read, and I should come to understand it. The application to the deaf is obvious. The methodical instruction in the school room, and the efforts of the teacher, take the place of the dictionary to the deaf child, and reading, reading, reading, with a desire to understand, will give that frequency of repetition to the eye that is essential to the mastery of language. To express the theory in a single sentence: *I would have a deaf child read books in order to learn the language, instead of learning the language in order to read books.*

Now the books that are best fitted for this end are not those which are most usually selected for institution libraries. We may be guided in our choice by the age of the child. We should place in the hands of the child such books as are of absorbing interest to hearing children of his age. If we wish the child to learn language, quantity of reading is more important than quality. For little children, such stories as "Jack the Giant Killer," "The Three Bears," "Cinderella," and all the host of fairy stories that so fascinated us when we were children, will be the best. For boys of twelve and thirteen I am afraid that the so-called "blood and thunder" novels would teach more language than "Stanley's Travels in Central Africa," or the best text books of history! Of course suitable selection must be made of subjects, but I cannot too strongly impress upon you my conviction, that for language teaching mere quantity is more important than quality. For advanced pupils, the society novels and plays that are usually banished from the libraries of our institutions, are what are wanted. Especially those society novels that are written in conversational style, and abound in questions and answers. Ordinary books of history and travel are too often written in what may be called "book language," and not in the language of the people. But in novels and plays will be found the language of conversation, and these are the books that will stimulate the pupil to read.

As your pupils become familiar with the printed page they will take in words by the eye with greater and greater rapidity until ultimately a speed of reading will be obtained of from three hundred (300) to four hundred (400) words a minute. Think what this means if the child reads

for only an hour a day during the whole period of his school course! Think, too, of what value the habit of persistent reading will be to your pupils in adult life.

I believe that in the acquisition of language by the deaf reading will perform the function that hearing does for the ordinary child. I do not think that any more important habit can be formed by the pupil than the habit of reading, for, after all, the utmost that you can do for his education in his school life is to introduce him to the wider literature of the world.

Mr. Williams, of Conn.: I would like to speak of one case that was reported to me that was in this same line—recovering the faculty of hearing. A man whose hearing had become very much impaired, at the advice of an aurist, went to work in a boiler factory, in order to get the gymnastic drill for his ear drum, and after a few weeks in the constant din of the riveting of the boilers, his hearing was completely restored. I have known of other instances where good ears were nearly destroyed by the same process.

Dr. E. M. Gallaudet: That is precisely what Mr. Maloney claims, that the thing done by his process is just that. I remember his telling me that when the exercise of his instrument was begun it was of considerable importance not to make the sound too loud, and let that come upon the ear that injury might be thus done; that the sound should increase gradually, so that the process of improving the hearing was finally achieved by the bringing of quite a loud sound upon it.

Recess till 3:45 P. M.

AFTERNOON SESSION.

Conference was called to order at 3:45 P. M. by the President.

Mr. Dobyns announced that a reception would be given at night, from 8 to 10 o'clock, when the citizens would pay their respects to the visiting guests. He also announced that the citizens had tendered their carriages for a drive around the city, which would be enjoyed the next afternoon.

On motion of Mr. Walker, South Carolina, the discussion pending prior to the recess was declared closed, and Dr. A.

G. Bell made the following suggestions relative to the proper manner of taking the census statistics among the deaf.

Dr. A. Graham Bell: I do not care to occupy more than a few moments in alluding to the last census of the deaf and dumb in 1880, and in directing the attention of the Conference to the fact that Congress will soon be considering the question of the census for 1890, I would suggest that this Conference might afford material aid in remedying the defects of the last census, and preparing suitable questions for the new, if you care to express any opinion on the subject.

According to the census of 1880, there were 15,059 deaf children of school age in this country, but there is internal evidence to show that of the deaf children who were less than seven or eight years of age, very many were not enumerated.

"In proportion to the degree of their youth," says Mr. Wines, "the younger deaf mutes are not enumerated. Fewer deaf mutes who are babes in arms are enumerated than at the age of three years, and fewer at three years than at seven. The apparent maximum at seven is not the actual maximum; the actual maximum is at some younger age not yet ascertained." Proc. 10th Convention of American Institutions of the Deaf, (1882) published by Illinois Inst., pp. 122–128.

Now, the great object of the census to us is to get at the names of deaf children in time to hunt them up and bring them into school while they are still young, and the returns that are most deficient are just those that are of most use to us for this purpose. Every census is grossly defective in the returns of the younger deaf children, and I think that we might usefully attempt to influence legislation relating to the census so as to bring about a change in the character of the questions asked by the census-taker calculated to produce greater accuracy in the returns of the younger deaf children.

Inaccuracies are largely due to vague and indefinite methods of classifying the deaf. In the census of 1880, all persons who became deaf under the age of sixteen years, are classified as "deaf mutes," whether they could speak or not. The classification is not only inaccurate in itself, but leads to inaccuracy in the returns by leading to evasion of reply. Few persons who became deaf at fourteen or fifteen years of age would desire to be returned as "deaf

mutes," and few parents of deaf children care to stigmatize the defect in their offspring as "deaf-mutism." Make a personal application of the case to yourselves: suppose that one of your own little ones that you have left at home, having hearing perfectly and speaking perfectly, should, from some accident, become deaf. Suppose, for example, he should lose his hearing from scarlet fever at the age of four and a half years. Now, along comes the census-taker and asks, "Is your child a deaf mute?" Would not nature raise a rebellion in your heart? would not most people indignantly repel the insinuation and evade further inquiry? I have no doubt that it is this natural feeling that has caused so many children to escape enumeration. But supposing the census-taker had asked, "Is your child deaf or hard of hearing?" there would be few who would seek to evade such an inquiry. And if he asked, in addition, "at what age did the child lose his hearing," would any one have any hesitation in giving him an answer? These two elements, (1) the fact of deafness itself, and (2) the age at which the deafness occurred, define to the expert the class of the deaf to which the case belongs.

With these elements above given, we could find out from the census returns the names of those who are proper subjects for instruction in our schools, and we could do this without hurting the feelings or exciting the prejudices of those who object to the terms "mute" or "dumb."

Indeed, the use of these words has led to an inaccurate classification of the deaf, which I would earnestly recommend you to remedy and reform. I am very much dissatisfied with all the classifications I have seen. They seem to me to be based upon an inconstant quantity, the character of the speech (which can be modified by instruction.) We classify the deaf according to the amount of muteness, and that amount of muteness can be remedied by instruction. It leads to a false classification, as false as if we were to classify them by the amount of ignorance, which is also remediable. I would suggest a natural classification of the deaf. It is now universally recognized that those whom we term deaf mutes are simply persons who are deaf from childhood; that the natural defect is a single defect, and not a double one, and muteness or dumbness is the result of the natural defect and not a defect in itself. I would classify pupils by the natural defect alone, and there are only two elements to be determined which would completely define, as it were by means of lines of

latitude and longitude, the position of a deaf child in the whole mass of the deaf. These two elements to be determined are, (1) the age or period of life at which the defect occurred, and (2) the amount of the defect. If we say that a child became totally deaf at five years of age, it is understood what that means. We do not require to say that he is a semi-mute—that is the resultant—and if we say that a child was born deaf we know that the mental condition must be entirely different. With an audiomater we can measure the amount of hearing power of a child, so we can say that a child has a hearing-power of 10, 20, 30, 40, 50, etc. Let us represent that by vertical lines, the lines of longitude of our map, and represent the age at which deafness occurred by horizontal lines or lines of latitude upon the map, then we can completely define on that map the position of any deaf person. [Explaining by diagram.]

If you do not measure precisely the amount of hearing power you may measure it roughly. You may, for example, divide the deaf into two great classes which you may term the totally deaf, and the semi-deaf, i. e., those who have not a sufficient amount of hearing to perceive the differences of vocal sounds and those who have. You can sub-divide those classes in accordance with the age at which the defect occurred. I would recommend to the serious attention of the Conference some natural classification of the deaf, under these two heads, (1) the age or period of life at which the deafness occurred, and, (2) the amount of the defect. So far as I personally am concerned I am prepared to advocate that we should take a census in 1890, not of the deaf and dumb alone, but of "the deaf." We take a census of the blind, why not of "the deaf?" The age at which the deafness occurred would tell us who do or do not belong to the class usually denominated as deaf mutes. If the age at which the deafness occurred is not given, then the census-taker might properly ask "Is the person a deaf mute?" In all cases it might perhaps be safer to include the ordinary questions, relating to deaf and dumb, but they are unnecessary when the age at which deafness occurred is given; and calculated in many cases to hurt the feelings of parents of little children and lead to evasion of reply.

I would only say in conclusion that I have no doubt that the Superintendents and Principals of our Institutions for the deaf can have any modification made that they may desire in the manner of taking the next census of the deaf

if they organize. Principals will not have much influence if they come before Congress as individuals representing the deaf only of their State, but if Superintendents and Principals in a mass-meeting like the present, should appoint a committee to confer with Congress, or with the Superintendent of the Census when he is appointed, your committee will have weight. I am sure that you can have everything done that you want, if your committee comes before Congress as the mouth-piece of the Institutions of the country.

President Noyes: I find in the former census that the officers going around taking the census did not know what the headings meant. Would it not be desirable also that special instructions in reference to this census should be given in the form of a circular to the officers themselves?

Prof. Bell:—Yes, sir. But I think that a committee from this Conference can manage it, and anything you want can be done if you will organize.

Dr. Gillett: I think the subject immensely practical and very important, and if properly handled, will be productive of very great and practical results. Professor Bell has called our attention to the fact, as I understand it, that there are about eight thousand (8,000) pupils in the schools and about seven thousand (7,000) not in the Institutions. I think that the number, the school age, the condition of the children should be reported. A large number of feeble minded children are reported as deaf and dumb because they do not speak.

Prof. Bell: That is another point I should like a committee of this Conference to investigate.

No less than two thousand three hundred and thirty-nine (2,339) deaf mutes were returned as also idiotic; two hundred and seventeen (217) of them being also blind—(Annals vol. xxix, p. 327.) The total number of deaf mutes reported as blind was four hundred and ninety-two (492.)

Mr. Williams: Has that been verified?

Prof. Bell: I have been unable to get at the details so as to criticise the results myself. It may be possible that some of them are blind persons who have become deaf, and not deaf persons become blind. The number of idiotic deaf mutes is so enormous as compared to the whole deaf mute population—as to suggest caution in drafting the returns. I think that a committee of this Conference might be able to direct the enquiries so as to obtain some reliable returns.

Mr. Gillespie moved that the Executive Committee, together with such other persons as the committee might choose be instructed to confer with the Census Committee appointed by Congress, with regard to the taking of statistics of the deaf.

Mr. Thos. L. Moses moved to amend the motion so it would read that the names of Dr. A. G. Bell, F. H. Wines and others chosen by the Executive Committee, should be added to the committee to confer with the Congressional Census Committee.

Motion was carried as amended.

Mr. Jenkins suggested, in advocating this motion, that the committee prepare for adoption by the Census Committee a schedule of questions in regard to the history of each case of the deaf and dumb, and to cause this schedule of questions to be printed in the Annals. There is a State census taken in the middle of the decade and these questions would be very desirable to them as a guide. I do not offer that as an amendment to the resolution but merely as a suggestion.

Mr. Gillett suggested that they take care that the pupils of our Institutions are not put down in two places as was done in several instances that he knew of in the last census. In some counties there were none returned at all, whereas, he had three or four of school age, and an investigation showed that the parents had 119 not returned then at all because they thought they were to be returned at the Institution.

Dr. Gillett: There is certainly some mistake about three thousand deaf mutes idiotic. I think they ought to be charged to the feeble minded, and not to the deaf and dumb. I rise to make the motion that this whole subject be referred to our Executive Committee, with power to call to their aid the co-operation of any parties whom they may see proper.

Prof. Bell asked that the committee be appointed to go before Congress and the census takers, as the representatives of the whole body of the deaf mutes of America.

Mr. Moses: If a recommendation of this body will have any weight with the authorities in charge of the census it is proper that we should name specifically in this resolution the gentlemen whom Dr. Gillett has spoken of. Hence, I will move to amend the resolution by inserting, after the

words "Executive Committee" the words "in connection with Prof. Bell and Mr. Wines, with such other persons as they may call to their assistance," thus making these gentlemen part of that Committee in this special work.

Dr. Peet: In connection with this subject I would state that some time ago we had a committee on statistics, appointed at a former Conference, four years ago, to make plans for the registration of pupils entering into the institutions, and they formed a schedule, the intention of which was to make the registration uniform in all the institutions. It is not necessary that an institution should confine itself absolutely to this register. They can keep another register for themselves, and ask other questions, but it should include this registration, and we ought to have it. We ought to have these registers, and fill them up so that the Institutions could compare other's experience with their own, on these same points which are marked out on the schedule. Now, in that connection I would like to make the suggestion that every Principal or Superintendent who desires to unite with the other Institutions in favoring this form of register should send his name, with the number of copies he wishes of this sheet, at once, to the editor of the Annals, and if there are a sufficient number to justify it he will at once have them printed. There are only eight Institutions out of the sixty in the United States who have ordered these forms. I make this as a suggestion to those who are present and to all those who shall know of the action of this Conference, that these requests speedily be sent to the Editor of the Annals for these forms, and then from those applications he can form a judgment as to how soon he can print them.

Mr. Jenkins: I think this does not fill the bill. What I want sent to me is not a more elaborate application blank than I have at present. I find it very hard in sending out these papers, to be filled out by the parents, to get even the few items of information necessary to comply with my State law. I would like to know what the outline is that is recommended by the Committee for our guidance, and if these questions were merely printed in one number of the Annals, and I should want a book prepared to suit my own convenience, I could have my book in the shape I wanted, and yet get just the information the Committee want. I do not want to preserve a mass of loose sheets. In the matter of typography, size, binding, etc., each Institution could have its own choice. What we want is not

so much printed paper, but we want to know what lines of enquiry to follow, and then we can prepare the material ourselves.

Dr. E. M. Gallaudet: These questions were all there—the forms, the headings, the blanks, were all there. They were printed there some time ago. I cannot mention the number of the Annals, but since the action of the Committee, the Editor of the Annals provides paper of the proper size, properly headed, which they can bind up and have in books—quite a large book, as the sheets are bound together and the book laid open. The lines run from one side clear across, in the case of each pupil. If any Institution prefers to have them in any other form they can do so. But, Mr. President, I desire to emphasize very strongly the importance of securing uniformity if we can, if we were even five years about doing it, and if five years hence it could be settled. If every Institution in the country was using these forms in collecting and preserving statistics, and was going to preserve these statistics, it would be only a very few years before some astute statistician could get from these records some very valuable information. Four years ago, when this suggestion was made in Faribault, I thought it was a good thing. And now eight Institutions have these forms, and if the others will only use the same forms then we shall have in a very short while an opportunity for making a comparison which will be extremely valuable, and the only object of having the Editor of the Annals to do this is to save expense to the Institutions—the expense of setting up the type. It can not be done in every printing office. Then, the ruling and proportion of the paper; it is of a peculiar sort and very heavy, so that one of these record books once made will last many years.

Mr. Walker: Do you remember the expense?

Dr. Gallaudet: I think these books cost $18 with the blanks.

The President: This is an informal interchange of views, without a motion.

Dr. Gallaudet: I really have the impression that it would be well for us at this Conference to express our approval of the action of the Committee appointed by the last Conference, which Committee reported through the Annals. I think it would be well for this Conference to adopt a resolution approving the course of that committee, and suggest the adoption of these blank forms published by the Annals, that they be recommended to all the Institutions in this country for adoption.

Dr. E. M. Gallaudet moved that the action of the Executive Committee, relative to the collection of statistics, be approved, and that the form of blanks adopted by the Committee be recommended to the different Institutions. Motion prevailed, and it was so recommended.

Prof. Bell: I have to leave for Washington in a few minutes, and if the Conference will pardon me, I would like to say just a few words upon another subject.

Leave was given by the Conference, and Dr. Bell continued:

I do not wish to keep you more than a few minutes. I desire simply to direct your attention to the statistics of Articulation teaching in this country, and to urge upon the principals of all our Institutions to do all that they can to give speech to their pupils. There seems to have been a great change, of recent years, in the attitude of principals and teachers towards the subject of articulation-teaching —a change so great as to have shifted the centre of gravity of the whole mass of the teachers in a marked degree. Nothing, I think, can show this change more forcibly than the fact that the resolution of the California Convention recommending that all deaf children should be given an opportunity of acquiring the art of speech seems to have been passed without a dissentient voice. So far, also, as I have been able to find out from conversation with members of this Conference, the spirit of that resolution seems to be here approved.

I am sure that the Superintendents and Principals in this Conference, one and all, express the desire to give every child the opportunity of learning to speak if he can, and only dropping him from the articulation class upon proved disability to progress in a profitable manner.

You all express that desire, but unfortunately you do not all carry it into effect. I do not wish you to think that I am necessarily antagonistic to those who differ from me in opinion, but I feel very strongly upon this matter of articulation teaching. I feel it to be wrong to deprive a human being of the power of articulate speech by neglecting to instruct him in the use of his vocal organs; and I would urge upon you Superintendents and Principals, in the most earnest manner, to remedy this evil by carrying into effect the California resolution. You cannot claim that you are doing this so long as sixty-eight per cent. of your pupils are not taught articulation.

Prof. Bell: The following are the latest statistics in my possession. In May, 1883, statistics collected by the Clarke Institution showed that out of 6,232 pupils (comprehending the vast majority of pupils under instruction in that year) 886, or 14 per cent., were under exclusively oral instruction; 1105, or 18 per cent., were in articulation classes, but not exclusively under oral instructions, and 4241, or 68 per cent., received no instruction whatever in articulation.

The following totals are taken from the Annals for succeeding years:

YEAR	TOTAL NUMBER OF PUPILS.	TAUGHT ARTICULATION.	NOT TAUGHT ARTICULATION.	PER CENTAGE TAUGHT ARTICULATION.	PER CENTAGE NOT TAUGHT ARTICULATION.
1884	7,485	2,041	5,444	27.3	72.7
1885	7,801	2,618	5,183	33.5	66 5
1886	8,050	2,484	5,566	30.8	69.2
1887	7,978	2,556	5,422	32.0	68.0

In the Annals, those who are taught exclusively by oral methods are not separated from the whole mass of those "taught articulation," and those who are dropped from articulation classes are probably included in the number "not taught articulation," so that the figures do not give us the means of determining absolutely the number of those who have never received any instruction in speech. The numbers dropped from articulation classes are probably insignificant compared to the totals. However this may be, it is obvious that you are not doing all that you can do to advance this important branch of education so long as sixty-eight per cent. of your pupils remain outside of articulation classes.

Whatever may be your system of education, instruction in the use of the vocal organs should surely be given to every pupil. Why not raise articulation at least to the level of geography and history? It is a subject that should be taught, as a matter of course, to every deaf child, not only on account of the benefit it is to his health and his lungs, but as a matter of duty and conscience.

Dr. Gallaudet: I simply want to add a word of the most hearty approval to the suggestion of Prof. Bell. When we can stand right side by side and say to everybody else, "Come on," then we are sure to move.

Mr. Dobyns: How large is the percentage now compared with what it was in 1883?

Prof. Bell: I have not seen the latest tabulated statistics. These were compiled by the Clarke Institution in

May, 1883, from responses to inquiries directed to the Principals of the different schools. Still, all the Principals did not reply; the number shown was—

Mr. Walker: The percentage seems large, and it may possibly be incorrect.

President Noyes: That was five years ago.

Mr. Walker: The percentage certainly can not be so large now, and I think if there had been more accurate and careful answers to the questions which were sent out to the Superintendents five years ago the result might have been different. I know of some Superintendents who did not quite understand that particular question. They reported back a number whom they were actually teaching articulation, and not the number they had tried. To-day, in Kansas, we give every pupil a trial who comes into our Institution, but Kansas takes the lead in almost every good work.

Dr. Peet: In New York we spend an hour every day with our pupils teaching them lip-reading, and we are succeeding wonderfully in teaching them lip-reading, and out of that we evolve speech, if it is possible, in each case.

The President: The next topic in order will be the reading of a paper on Aural Instruction by Mr. Gillespie.

Mr. Gillespie: I will say, in the first place, I have nothing very new to offer on the subject.

AURAL INSTRUCTION.

Hearing is that perception of the mind by which a knowledge of sounds is obtained through the medium of the ear.

Aural training is teaching an ear, in an imperfect condition, to convey these sounds to the brain, with or without mechanical aid. This accustoms the mind to sounds at their different values and assists the vocal organs to imitate them.

Aural instruction is designed to benefit the class semi-deaf, ranging from those just too deaf to be educated in the public schools to those whose hearing is so slight as to require the aid of an instrument, and months of training to improve the dormant sense.

Of this class—semi-deaf—we have, at present, sixteen under instruction in our Institution. Those of this number who were in the class organized on this principle some years ago, are now the most advanced class in school—doing all their recitation work by speech, answering questions given through the ear and being able to understand and carry on all ordinary conversation with persons who speak to them in a proper tone of voice. They study grammar, arithmetic, geography, U. S. History, physiology, etc. We have every reason to feel encouraged with the results of their work.

The object of aural teaching is to graduate these young people hard-

of-hearing members of society, and the outlook for success is good. Some of them now dispense with the ear trumpet and hear from considerable distance. Others will always be obliged to use artificial aids, but when sufficient English has been mastered to make them famlliar with the multitudinous and peculiar forms of speech to be encountered amongst speaking people, they will not fall short of the object of their instruction.

In most cases, the results obtained prove that the improvement is in an education of the brain to recognize and interpret the impression received by the ear, rather than in a growth of the hearing power itself. In a few instances, there is a development of both, and education of the brain and an actual growth and strengthening of the hearing power, and the pupil who heard a certain sound at a certain distance in September, will understand the same sound at twice that distance in April.

The degree of hearing varies as do the pupils. One readily understands from a distance what another will not observe more than two feet removed. This difference in acuteness makes no barrier to progress in the school-room, as the teacher adapts himself to the needs of each case, but it will make a serious difference when the school days are over. While the first goes into the world almost on a par with his hearing friends, the other can never entirely leave behind him all evidence of the fact that he ever needed aural training.

The auricular power does not always seem to be the same in the same pupil, cold or excitement having decidedly disadvantageous effect on it.

There is no difficulty in obtaining good speech from those who have a fair share of hearing without the assistance of imitation from observation, but those who possess very slight hearing often need articulation helps.

The voices of these children much resemble our own, and it is the object to make them do this as nearly as possible. Strangers, frequently, observe no difference. The fact of the hearing is beneficial, in that the voices are modulated through it and it gives its owner a hold on the world which no mere articulation would ever equal.

Aural pupils are often at a great disadvantage in conversation with strangers, from the reason that they are addressed in tone and manner entirely beyond their comprehension. To talk to them one must speak slowly and in a tone adapted to the needs of the individual, for one child will utterly fail to grasp a high note when he readily understands and classifies a low, full one, while another recognizes anything in his vocabulary that is spoken in a high tone, when he has no appreciation of anything below a middle pitch.

We have tried the audiphone, the micro-audiphone, and the ear trumpet. For general use we prefer the last-named, because in cases where the hearing is slight, the pupil hears his own voice and is thereby enabled to make it a close imitation of that one which he has heard. Also, in using this aid several can be spoken to at once. We do not consider it necessary to use artificial aid with all our pupils. Not always have we found the trumpet to answer the demands of the case, but where it failed the audiphone was used with success.

The subject of "how to teach" this system has been so frequently discussed, that but few words are needed here.

At first, we thought best to begin with vowel sounds and continue such drill for some time, but we find that words can be taught fully as well, hence the sound drill is not prolonged more than is necessary to teach the pupil to bring his voice to the nearest possible imitation of the teacher's tone. In giving a new word, we have the pupil observe the lips that he may more easily and correctly produce it. After the pronunciation has been secured, there is no further need of this, as the ear recognizes the word on its repetition, and the vocal organs are able to reproduce it.

This method is no longer an experiment. By its results and the benefits it confers on the class for whom it is designed, it has earned the right to a prominent place in every institution for the deaf.

Mr. Gillespie: I will say this, in connection with this paper: The opinions expressed in it are mine, and they are exactly the opinions of the teacher who has had charge of this class for the last five years, and she is as enthusiastic a teacher as you will find, and is as firm a believer in it to-day as she was when she began.

The majority of that fifteen per cent. could be graduated as hard-of-hearing speaking pupils, and I am very happy to know that there is another superintendent that has that many to report. I say that he is satisfied that they can be graduated as hearing, speaking people.

Mr. Williams: Old Hartford is supposed to be rather conservative, but I think that in most respects she will be found fully abreast of her children. For the past three years we have given every pupil entering the school a very thorough trial in speech and lip-reading. Now let me give you a few statistics. Within the last three years there have been admitted to our school fifty-seven pupils. Of these, twenty-nine were congenital mutes. Seventeen others lost their hearing under two years of age; only eleven lost their hearing after two years of age; the whole fifty-seven, as I say, were tried in articulation and lip-reading. Out of this fifty-seven one has died, twelve have been dropped as showing no ability in this line. Of these twelve, five were congenital mutes, and seven lost hearing under two years of age, so that all twelve were cases where little or no verbal language had been acquired. Now, out of these twelve there is one so mentally weak that he cannot keep up with his class in anything, and he shows no ability in articulation, so we have dropped him. The next pupil is one who is rather slow mentally and outrageously lazy. The next is a boy having but one eye and rather slow mentally. The next is a

little fellow about so high [indicating two and half feet], and about as large mentally as physically. The next boy is one who came to us from the poor-house, and is physically, mentally and morally in a very dilapidated condition. The next is a girl who was rather old when she came to us, and mentally slow. The next is one who had been in an articulation school four years, and as he had in all that time accomplished nothing there, we have not attempted to do much with him. The next one is one who had been at an articulation school for about a year, and the teachers there thought the girl never would accomplish anything in that school, and requested to have her transferred to us, that she might have the benefit of other instruction, and we have not tried to do much with her. The next comes from a deaf mute family—father, mother, brothers, uncles and aunts being deaf; she is a very bright girl, but does not show any aptness about this, and it would be of no use to her in communicating with her parents. The next subject I hardly know what to do with, he is a very unusual sort of a boy, and I will just let him go. The next one is a boy who can see about one foot and he cannot learn lip-reading. The next one has been with us but a very little while. That accounts for the twelve.

Six others have left the school for various causes. Of these six, five were doing well, and we should have kept on with them if they had stayed with us. That leaves thirty-eight pupils in the school out of the original fifty-seven, now learning lip-reading and articulation, and making very creditable progress, and of these thirty-eight, twenty-two are congenital mutes. We have now under instruction in these branches, sixty-eight pupils in all; there are thirty out of these that lost their hearing at two years of age and under. So that about sixty-six per cent. of all now remaining at the school who have come in within the last three years, are receiving careful instruction in articulation and lip-reading, by special teachers of articulation.

Mr. Walker: How many teachers and what are the hours?

Mr. Williams: Three teachers; from 8 to 12 A. M., and from 2 to 3 P. M.

Mr. Swiler: The reading of this paper by our brother Gillespie has helped me to a more intelligent comprehension of aural work than I have had before. Now, *he* makes

the point that the office of aural work is to develop the perceptive faculty, or the habit of attention, and to cultivate the power to grasp ideas as they come, and in the cultivation of the sound sense to repair and build up the organs that convey to the brain the impressions received from sound. When this method was first introduced some of the papers in the State of Nebraska advertised our worthy brother in a way, to say the least of it, just a little beyond what he himself would claim. In fact, I was led to infer that all the deaf in the Nebraska Institution were actually being taught to hear, and that other means of instructing them were no longer needed. It now appears that this method is limited to a comparatively small number, and the developing of the hearing power is only a factor in the work itself. I believe that the number of congenitally deaf varies in all our schools. I believe it is also true that in our schools, located as they are remote from each other, the causes which have produced deafness are not the same, and the number of semi-deaf vary. I think a careful comparison of statistics from half a dozen or more leading Institutions North, made some years ago, shows very plainly that there was in the Nebraska school, and in some other Western schools, a very much larger proportionate number of hearing children, semi-deaf, than there was in other schools, and, as a matter of fact in my own experience, I know that we have not had, even after careful test and close and persistent examination, as large a number of boys who have had serviceable hearing as others have had. I would like to know whether attention given to the sense of hearing excludes lip-reading; whether the cultivation of this aural faculty retards the cultivation of that other and most important faculty, the power of lip-reading. We used flexible tubes in the instruction of a class in which there was a number of semi-deaf, for two years, and with one of the most careful teachers I have ever known. The results were not satisfactory—that is, she could not conscientiously say that the semi-deaf pupils who had used tubes in class had advanced this faculty to an extent beyond those who had not used flexible tubes; so, as a matter of fact, from her wishes in the case, and the unwillingness of the pupils themselves to use the tubes, unless they were compelled to do so, because, they said, it produced unpleasant sensations of the ear, or they heard as well without it, or they did not like to be seen using tubes, the tubes were laid aside and the class was carried on by oral speech. We use the aural faculties of those who hear,

combined with lip-reading. Of the fifty-one pupils in the Wisconsin Institution who are being instructed in articulate speech there are eight or ten whose hearing is being appealed to, not only as a means of communication between themselves but by their teachers as a means of instruction.

Mr. Hutton in the Chair.

Mr. Gillespie: In answer to the remarks made by my friend from Wisconsin I would say this: The city of Omaha has a population of about one hundred thousand people; we have four daily English newspapers, and I have to say that I have no control over these newspapers nor their reporters. They visited our school to see what we were doing, and I do not hold myself in any way responsible for what the newspapers have said. I do hold myself responsible for what I have said, and what I have said before I repeat to-day. I have nothing to take back, and no apologies to offer. And, in answer to your question, I would say that we conduct these two methods together, and they work harmoniously, and the cultivation of the hearing in no way interferes with the cultivation of lip-reading.

Mr. Swiler: Was it not, at the same time, considered necessary that sight should be averted, that is, in the early work, and that the reading of the lips should be excluded in order that the entire dependence might be upon this aural sense?

Prof. Dobyns: Was not there something said at the last Conference about a class at the Nebraska Institution? Didn't the Rev. Job Turner say that the class at the Nebraska Institution heard him singing with their backs to him?

How many Institutions represented here this evening have an oral class in which that class recites altogether by the oral methods? Where the teachers give their questions orally. I have such a class in this Institution.

Mr. Gillespie. You mean oral or aural?

Mr. Dobyns: I mean combine the oral with the aural, oral and aural, both or either. For instance, we have a class that the articulation teacher has in her room that does not recite by signs at all. Of course she has got to help them along by signing a word occasionally. She takes that class and recites it orally. How many have classes of that kind?

Mr. Noyes: I would like to say for Minnesota, that we have one class of seventeen pupils in which all their in-

struction is through the oral method. Some of them use tubes, and we conduct some of their lessons by the aural method. We have a small number taught by aural exercises, but not exclusively in this way, upwards of fifty are included in the oral classes.

Mr. Swiler: Wisconsin is the next neighbor to Minnesota; she has three classes whose instruction is carried on exclusively by the oral method—one class of twelve, and one class of eight. Our class of eight has been under instruction for six years and their instruction has been by the oral method all the time. In addition to these, there are three other classes that have hours of daily instruction, and these three are drawn from regular classes in the school. So that we really give all the time of the three teachers to that work; three classes are taught, and the whole number in these classes is fifty-one, in a total of two hundred and twenty.

Mr. Dobyns: This is given for the purpose of studying articulation alone, and not for the purpose of studying arithmetic and geography?

Mr. Swiler: Yes, sir, but in the supplemental classes, but not in the three most important classes, whose work is all done by articulation. These classes are with the oral teachers all day.

Mr. Hutton: What proportion of these classes are entirely deaf?

Mr. Swiler: I think from eight to ten out of the whole number.

Dr. Gillett: That is good, but when anybody says his pupils can fly, I am going to have wings for mine. I read the account in the Omaha papers, as the rest of you did, that they were making the deaf to hear in Omaha, and I at once decided we will have to have that in Illinois, also. I have had since that time, two classes under aural instruction, numbering forty-one; the total number of pupils in the school is five hundred and four.

Mr. Walker, of Kansas: Not exclusively oral [or aural] instruction?

Dr. Gillett: No, sir. I had a class some years ago whese intellectual instruction was solely by the oral method, by the means of articulation, but I have found what I think to be a better plan for the general average of pupils. I disagree, I think, somewhat with Mr. Gillespie, though I think he agrees with me better than he did a few

years ago, if I understand him. I have been closely observing this question for thirty-six years, and I have never known the time when there have not been some deaf persons in the Institution who had not some vestige of hearing—some whose ear, though not destroyed, was defective, and did not gather enough of the sound waves to convey sound intelligible to the auditory apparatus. There are continually coming to me some cases of it. Within a few months a girl was sent to me as being deaf and dumb and a proper person for admission into the Institution for the deaf and dumb. I received her, but her hearing is such that if she were here this afternoon she would hear all I have to say though she might not comprehend it. She had been to the common school and had been found in some way not to be able to keep up with the other children.

Mr. Walker: Was that previous to Mr. Gillespie's method?

Dr. Gillett: I am not sure.

Prof. Bell: That shows that you are not doing as much as you can do. When we note the fact that outside the shores of America more than sixty-five per cent. of all the deaf mutes are taught to speak, there is something for you to do at home. I would recommend to every Institution, whatever method may be employed, you should have an oral department for your semi-mutes. I hold it a shame that any Principal should put a speaking pupil under a deaf teacher. All the teachers in the oral department should be hearing teachers. Now, then, let all the pupils as they come into school, study as they study arithmetic and geography, the vocal organs and the protection of the vocal, and after you have given them a faithful and fair drill, then is the time to decide whether to give them oral instruction. Then you can put some of them into the oral department.

My friend, the President of the National College for Deaf Mutes, at Washington, although I admit he has done a great deal for the advancement of the cause in this country, in his own Institution only ten per cent. of the pupils are congenitally deaf.

In the highest department, where we should expect the highest instruction in articulation, we should expect not only sound, we should expect elegance, elocution, and altogether that they can bring the speech of these young men and young women to a higher plane of perfection than can be done in any of your Colleges.

Dr. E. M. Gallaudet: Let me give you a single word of explanation. Many of you are aware that in every legislative body where a public institution is sustained by public money, one has to encounter the question of per capita expense. The per capita expense of carrying on our College at Washington, is very high compared with that of carrying on the schools of the country. There have been severe criticisms and severe attacks upon the management of the College and extravagance charged. I have felt it a matter of prudence not to add expenses to our College unless it was absolutely necessary. We have undertaken in our College work to educate young men who come there as scholars. We do not undertake to give them articulation. As a mere matter of dollars and cents, to employ a Professor of Elocution and instructors in Articulation, would involve an expense which would very seriously increase the expense of carrying on our College, and thus raise the per capita cost. I should be glad to give them the training Prof. Bell calls attention to, but I think we are doing the best we can under the existing order of things.

Mr. Clark: I simply wish to state what we have done in our Institution. We have a few over a hundred, a hundred and seven on the roll, or a hundred and two in the school, so that each one is one per cent. I have one pupil that I am going to graduate who as not even hard of hearing.

President Noyes: How was he when he came there?

Mr. Clark: He had some hearing. I do not know that he has improved much there, but he has improved very much in his speech. He did not understand anything. You can go into his room and say, "Have you studied your lesson?" and although he is at the other end of the room he will answer you. I can send him anywhere. He is a very exceptional case. His speech is very imperfect; very few people can understand him. His teacher always understands him.

Next to him we have three other pupils. Two boys and a girl. I talk to them constantly, never make signs to them or spell to them. You can call either of the three standing thirty feet off and speak moderately loud. Now on the records of the Institution all three of these pupils were put down as totally deaf when they entered. I was not there when any of them entered two and a half years ago. It is known that these pupils heard the dinner bell and could tell the other pupils that dinner was ready. Now

they can talk to anybody. A visitor can speak to either of them. Say, "where is Mr. Clark?" and he may say, "I do not know—I will go and show you." When they are engaged in anything you have to speak very loud. This may be from inattention.

President Noyes: Lip-readers?

Mr. Clark: Two of them are, the girl and one of the boys. The other boy cannot read the lips at all—depends on his hearing entirely. He does not speak well. The lip-reading boy speaks very well. On the records of the Institution they are put down as congenitally deaf mutes, totally deaf; whether that was so or not I cannot say.

Next, we have a little boy and a little girl who were admitted a year and a half ago, stayed in the school about a week, when their parents left the State to go to Missouri and they did not come back to us until about three months ago. They have a good deal of hearing and understand, so far as their vocabulary goes, but it is quite small at present. You can talk to them through the trumpet, and when they are right next to me I can make them understand those words that they know without it. Then we have another boy that is not quite up to this. He is harder of hearing and you have to shout at him. He hears through the tube pretty well, but he is afflicted with that disease Mr. Williams spoke of—he is the laziest boy I ever saw. He don't like to talk; he don't care particularly about having anybody talk to him.

President: Does he hear the dinner bell?

Mr. Clark: He don't care particularly about that. He is the most constitutionally lazy boy I ever saw—he was born tired. We have several others, perhaps five or six, that are hopeful cases for experiment. We have one boy admitted last fall that I think at some times hears very well, and then I think I must be mistaken. It may be a case of intermittent hearing. All these pupils get an hour a day special instruction through the ear trumpet, some of them who do not need that by the unaided voice.

There is one fact that I wish to point out to Principals. It is very pleasant to a Principal to know that he is doing something that the community back him up in. It is rather flattering to his vanity at times to think that he is doing something that the general public think is wonderful. Now we have several articulating and lip-reading pupils in our Institution that I flatter myself will compare favorably with any. One girl, in particular, can carry on

a conversation with any one. When visitors come in they nearly always ask to see the articulation class. They ask, "Can she hear?" and I answer, "No, sir, she is absolutely deaf, but she can talk." That is very wonderful. They come to one of these boys who hears well, and they ask, "Can that boy hear?" "Yes, sir, he can hear a great deal." They have no further interest in that boy. Don't want to see anything more of him. Take up one of the deaf children that can talk. That is one thing that is very much against this teaching through the ear. I find in going through the room with visitors the teacher rarely says anything about hearing unless she is asked the queston point blank—"Can that pupil hear?" There is no public sentiment behind the teacher that tries to teach through the ear. If you say, as I can say truthfully, that that boy could not speak a word intelligently when he came to this Institution, visitors think it something wonderful, but as soon as I tell them that he owes it to his ear and not to the teacher, they do not want to have anything more to do with him.

A member asked: What about artificial aid?

Mr. Clark: My experience has been that the less machinery you carry into the school-room, the better work. The only artificial aid we use is the American conical ear trumpet—not a very large one. It sells for $5—25 per cent. off. Sometimes the teacher will take the trumpets of a whole class and talk to the whole lot at once. That is the invention of Mr. Currier, of New York.

A member asked: Is it a flexible tube?

Mr. Clark: Yes, sir, some of the pupils carry it around with them, for a while, and after a while throw it aside and go without it. All the boys have given them up. I have tried the double tube, but the children do not like it, and I cannot see any advantage in it. If I had one I should buy an extra ear tube and make two tubes out of it.

A member: I wanted to ask Mr. Gillespie in giving new words, does he give them through the ear, or from the lips?

Mr. Gillespie: Sometimes it is given through the ear, and sometimes by the lips. If the word is too hard to understand through the ear, why then the teacher will give it from the lips, spell it or sign it, or any other way, just so he gets it. Then, after he writes it a time or two, learns it by sound.

Mr. Gass: Are these pupils all taught in the schools to-

gether, and are they taught wholly by that method, or are they simply called out for the exercise?

Mr. Gillespie: They are taught in two classes. The more advanced are taught in the same way that the others are taught, but the others are a grade lower down.

Mr. Gass: Then they are classified so as to be graded?

Mr. Gillespie: Yes, sir, they are taught all day, orally and aurally.

Mr. Gass: And are they all provided with trumpets?

Mr. Gillespie: No, sir, we do not use trumpets very much.

Mr. Gass: Are they addressed as individuals or as a class?

Mr. Gillespie: Sometimes one way, and sometimes another. Sometimes as a class and sometimes individually for the development of the hearing.

Prof. Bell: I am most interested in this interesting development of articulation work, and I should like to ask Mr. Clark what percentage of his Institution are taking instruction?

Mr. Clark: Just about the same as Mr. Gillespie's. We have only two over the hundred. There are several of them I have no doubt about; there are some I am very hopeful of. There are two or three more that I do not hope for very much from.

Prof. Bell: There is one very important point in this work that should be of special interest. A large proportion of these semi-deaf cases seem to belong to the class of congenitally deaf, who are usually considered the most hopeless of our pupils. They have been born with imperfect hearing but not totally deaf.

Mr. Clark: That is true.

Mr. Gillespie: That is true; the majority are congenitally deaf.

Dr. Gallaudet: Don't you mean congenitally with impaired hearing?

Prof. Bell: There is another rather important point that the members of the Conference should examine. There is some evidence that in some cases of children who were born deaf, a change for the better takes place in the hearin power at or about the age of puberty.

Mr. Connor: Do you not think a well-appointed gymnasium and physical training would be of some advantage in that line?

Prof. Bell: The advantages then, if any, would arise from increased development of the muscular system of the whole body.

Dr. E. M. Gallaudet: I would like to say in connection with that very point, that Prof. Bell is speaking of, that the gentleman who spends much of his time in Washington, tried some of his experiments among the College students. He has an apparatus for the exercise of the hearing powers, and he claims—and his claims are sustained by the testimony of respectable persons—he claims to have produced very important results in the training of defective hearing-power, so that that power has been very greatly improved. He has an apparatus, I do not know whether Prof. Bell has seen it, or has met him or not, but he has an apparatus that covers the ear entirely, and the impulse of the sound is thrown, not upon the drum of the ear, but upon the membrane of the apparatus. One speaks in the tube and the sound strikes upon the membrane of the apparatus which covers the ear entirely, and the ability of this little apparatus to make a person who is totally deaf perceive sound, is quite remarkable. Mr. Maloney is perfecting it now.

Prof. Bell: I would like to suggest the question whether there is any reason to expect that a careful regulation of the hygienic condition of the pupil and a systematic course of exercise might not benefit him in this way. I take it that a great deal of this imperfect hearing is due to an internal obstruction of the tube, and a general invigoration of the system certainly does lessen and alleviate internal troubles, although my own observation has not supplied me with any instance of it.

Dr. E. M. Gallaudet: Mr. Maloney assured me that in some cases of partial deafness which the most skillful aurists have pronounced and regard as hopeless, he has had very marked improvement by this very process, a gymnastic treatment of the organs of hearing.

Prof. Bell: Local gymnastics?

Dr. E. M. Gallaudet: Yes, sir.

Mr. Gass: Does this improve the hearing?

Dr. E. M. Gallaudet: Yes, sir.

Mr. Gass: How, then, do we understand that they communicate with one by putting the instrument on the top of the head? I conversed with Mr. Jackson by putting the end of the instrument on the top of his head and he said

he could distinguish the sounds sufficiently to tell what I was saying.

Dr. E. M. Gallaudet: I have not seen that particular thing done with that instrument.

Mr. Moses: Is it necessary to continue this instruction in connection with the ear or some of the muscles of the body? or is it for the improvement of some of the muscles of the body for subsequent aid in hearing? or is it an appliance which must remain there, and while it remains there, aid in hearing?

Dr. E. M. Gallaudet: Mr. Maloney told me that he had a case under his treatment, of a gentleman whose deafness incapacitated him from communicating with other persons, that after being under his treatment with this instrument for a month or six weeks he was able to communicate with persons readily without the use of any instrument.

We could use them in a long line of pupils, to give pupils that could hear advantageous positions, and they could reply orally to the teacher. I have been following the experiment of Mr. Gillespie, and have employed a teacher whose sole duty it is to teach the deaf to hear. And I remember visiting a school at one time, having received a circular, saying that a school had been established, that no signs were being used, and no lip-reading shall be tolerated. Did you get one of those circulars? [To Mr. Gillespie.]

Mr. Gillespie: No, sir.

Dr. Gillett: He went out from your school.

Dr. E. M. Gillaudet: They were to be taught to read from the sense of hearing. I visited that school on one occasion and asked to see a certain little boy whom Mr. Gillespie could call to mind and others here could call to mind. I was told that he had graduated from that school and was at the normal school. I visited him. The Superintendent said the boy was born absolutely deaf, but they had taught him to hear a whisper. I got my mouth down behind the little boy's head, and not very far from his ear, and he did hear a whisper, but from my personal knowledge and familiarity there had never been a day from the time that boy was born that he could not hear. But he had a deaf father, and a deaf mother, and a deaf brother, and he was brought up under the surroundings of a deaf family, and, of course, he learned to speak in signs, but when he went under the instruction of this lady he was

then brought in contact with people who could hear and speak, and he then began to utilize his hearing.

Dr. Gillet: I saw a gentleman a few days ago, a very intelligent gentleman, who has a daughter in our school. He told me he attended, last year, the closing exercises of one of these schools. This gentleman moved into the United States specially to send his deaf child to a good school, otherwise he would not have been a citizen of this country. He was present at the examination referred to when a class was brought out and placed upon exhibition, and the impression made upon the mind of the audience was that these were totally deaf persons who had never heard. A remarkable presentation of development and improvement was presented that attracted the admiration and the interest of all who were present. Some inquisitive gentleman inquired of one of the boys, "Did you ever hear anything of that kind before?" and he said, "Oh, yes, we read that when we went to common school!"

There are often found cases where it is a debatable question whether the girl or the boy should be at the common school or at the deaf and dumb institution. I have two now that I am in doubt about as to whether they should be with us or in the common school. When they return to the common school the teacher complains of them; they do lose a great deal of what goes on in the common school exercises. I do not believe they are taught to hear any better, but I do believe they are taught to use the hearing they already have to better purpose, but whether they hear any better or not the effect of the instruction is the same. Am I correct in that?

Mr. Gillespie: I will say wholly so. In the paper I read I did not discuss the question as to whether the hearing was improved or developed, or whether it was entirely developed by this method. I simply state, they did not hear before—they do now. The point is this: it makes no difference whether the cultivation of the hearing is the thing that is being done, or whether it is merely a better comprehension. You may pay your nickle and take your choice. It is no difference in the consequences. The consequences are: if that boy had been taught by the sign method in that school he would have been graduated as a deaf mute, but this way as a hard-of-hearing pupil.

Dr. Gillett: I am very positive in my opinion that they do not hear better, but they do utilize their hearing better. I might take issue with Mr. Gillespie on this point. We have always been graduating from our deaf and dumb In-

stitution semi-mutes, but I have never put one on the platform without explaining to the audience that a comparison between this one who is hard-of-hearing and this one who was born deaf is not a fair comparison.

Mr. Gillespie: Then I would graduate that person as a semi-mute, or as semi-deaf.

Dr. Gillett: I would send him out as semi-deaf.

Mr. Gillespie: If you had never taught him he would have never heard.

Dr. Gillett: The point is simply whether they should be taught by teachers who could hear and speak, to hear or use their hearing, or whether they should be taught altogether in separate classes. We have a teacher whose soul duty it is to teach them through their hearing, and who has no other duty, but I do not think the increased good is equal to the increased expense.

Mr. Gillespie: This same boy had a brother—did he ever hear at all?

Dr. Gillett: I do not think he ever heard at all. His mother, father and brother are deaf. Now, then, there is a sharp difference of opinion between myself and Miss Selby on that subject. She is of the opinion that she is teaching these pupils to hear absolutely.

Mr. Gass: What was her definition of hearing?

Dr. Gillett: I do not think there is any difference of opinion between Mr. Gillespie and me. I do not think they hear any better, but I do think that they use their hearing better.

Dr. Peet: Suppose you speak to a deaf mute whom you think has hearing, and that deaf mute hears you perfectly; ask him to write it, and he can't do it; ask him to tell what it means, he can't do it. He don't know what it is, but subsequent instruction enables him to understand it.

Dr. Gallaudet: We have only one instance of this sort. The boy had been taught to speak and to read from the lips before it was discovered that he heard. So, when as an experiment, his teacher spoke a word through the tube, he heard it and repeated it, and said, "What does that mean?" She had used the word "water." "Oh, water, water—yes, yes, I understand now." He repeated it from the sound and spoke it, and as he spoke it from the sound it did not occur to him that that was the word which he had been taught to read from the lips. It came to him

and he was able to appreciate the sound and to know what it meant.

Mr. Gillespie: That is aural instruction?

Dr. Gallaudet: If you will allow me, it was simply instruction in the use of a power that was already there.

Dr. Gillett: That is my opinion.

Dr. Gallaudet: All the power that was there was there before—he had just learned to use it.

Dr. Gillett: Here is that lady's theory of the subject, and she is entitled to respect, for she is a very intelligent person:

MISS SELBY'S PAPER.

There are persons who, after hearing a difficult piece of music once, can solely from memory repeat the whole piece accurately; such a person is said to have a musical ear. Others enjoy music intensely but cannot reproduce a single bar. Such a one may have a fine musical ear but be lacking in memory for musical sound. There are others who cannot distinguish one musical note from another; such a person is said to have no ear for music, and yet, after years of patient, persistent practice, with proper instruction, may become quite a passable musician. Now, just as there are persons who have no memory for musical sounds, so there are those who have no memory for speaking sounds. I have in my class some bright pupils who can, without the aid of any instrument, hear and repeat correctly any sentence I give them, but cannot remember it five minutes. They have no trouble in remembering sign and written language. My work with this class of pupils is to help them remember the sounds they so easily acquire. Another class hear sounds but have great difficulty in distinguishing one sound from another. They require a great deal of drilling on the elementary sounds, and get a new sound only after long and laborious effort. One young man, after months of hard work on the part of both teacher and pupil, learned to say "I am your boy"—a greeting for his mother on his return home. I considered him my most hopeless case. Numbers of times I was on the point of asking the Superintendent to take him out of my class, but his piteous pleadings to be allowed to remain a little longer prevailed. Now he has mastered most of the elementary sounds, and can hear and understand sentences composed of words of one and two syllables, if the words be spoken slowly and distinctly. It is very interesting to watch him analyzing a new word, and see his face light up when he grasps the idea. He wanted to own a tube so his mother could talk to him at home; he was afraid that during vacation he would lose what he had acquired at the expense of so much time and labor. His parents thought they could not afford to buy a tube, so he earned the money and bought one himself. His ambition is to hear and speak well enough to understand and be understood by strangers, so that, as he expresses it, he may "do work and get money like other men." I feel sure he will

succeed. I am fully convinced of the fact that he has increased his power to hear by his persistent effort and determination to hear. Many of my class have accomplished far more than he. It is certainly true that there are kinds of deafness that can be overcome by training, but it will take years of patient, persevering labor. Most pupils will leave school before the habit of hearing and speaking has become fixed, and few have strength of will sufficient to continue the training themselves, so that much of the time, labor and vitality expended in the aural class comes to naught. However, the work of aural teaching has been greatly diminished since Dr. Gillet invented an instrument for us. This instrument consists of a number of tubes, with one mouthpiece for the teacher, and four ear pieces, each with a mouth piece attached, for the pupils. I can talk to four pupils with as much ease as to one—each pupil hears my voice, his own voice, and the voices of his class-mates. Dr. Gillett's instrument is undoubtedly the best one for class-room work that has been invented. For a single pupil I know of nothing better than Currier's large tube.

There are at present forty-one pupils in our aural department, all of whom, with a few exceptions, are eager to improve their hearing and work diligently to that end; this is especially true of the older boys who have learned by experience out in the world at what a disadvantage they are placed by their deafness. If our pupils could be imbued with sufficient courage to continue at home their efforts at improvement, regardless of the curious glances and critical expressions of outsiders, their success would be assured. A girl belonging to a deaf family, the father, mother, two brothers, herself, an aunt and two uncles all deaf, belongs to my class. She had a slight degree of hearing, which she lost at the age of three and a half years. When she entered the aural class, three years ago, she could hear sound but could distinguish no words by sound except papa, mamma, and baby. After she had been in the class two years I secured from her a promise that during vacation she would seize every opportunity she might have to hear people talk. Of course in a deaf family these occasions would be rare. On her return to school she told me that one day a neighbor knocked at the door; she invited him in. He said, "Is your father at home?" She replied, "My father is not at home." "Where is your father?" "My father has gone to town." "When will he come home?" "He will come home soon." "Why, can *you* talk?" was the next question. She said, "I wanted to say No, sir, I cannot talk"—and then, in a scornful tone—"*after I had been talking to him so much!*" She came to me a few days ago saying, "Many people say *don't chew know.*" She had never been told that people make this mistake; she discovered it for herself. She is constantly on the alert to discover mistakes made by people who hear. Since the organization of the aural class four pupils have been dropped. One showed so clearly his inability to accomplish anything in this direction that, after a trial of a few months, he was remanded to the sign department. Another, a bright little fellow, a leader in his sign class, is so utterly unable to remember sounds —although possessing a considerable degree of hearing—that after nearly three years of earnest endeavor, I have been obliged to pro-

nounce all the labor and time spent on him wasted, and what is still worse, *his* time wasted also; which is a serious consideration when we take into account the few years he will remain in school. The other two are not capable of making much progress in any direction, but get more help from the sign department than anywhere else. So it is better their whole time should be spent there.

Cases have been mentioned here this afternoon, of people who hear but do not speak. I have two boys in my school now who hear, I think, as well as I do, but it is absolutely impossible to make these boys talk or speak. They understand what I say, but it seems to be impossible for them to make vocal utterance.

Mr. Williams: Is there any defect in their vocal organs?

Dr. Gillett: No, sir, none that I can perceive.

Mr. Moses: What is their mental condition?

Dr. Gillett: Good in one, mediocre in one.

Mr. Jenkins: Does not that indicate the existence of mental aphasia?

Dr. Gillett: Yes, sir, I think so.

Mr. Walker: Twenty-five per cent. of the pupils in the South Carolina Institution are being educated by the aural method. The teacher who came to us eight years ago knew nothing of the sign-language, but she has learned it since, and considers it a great advantage in teaching articulation.

Mr. Walker, of Kansas: She teaches them geography and arithmetic by articulation, and not by signs?

Mr. Walker, of S. C.: Yes.

Mr. Walker, of Kansas: Are you satisfied with it?

Mr. Walker, of S. C.: Yes.

Mr. Walker, of Kansas: Then you have graduated some, perhaps?

Mr. Walker, of S. C.: Some graduate this year.

Mr. Walker, of Kansas: How do they compare with your former pupils taught by the sign-language?

Mr. Walker, of S. C.: Fully their equals.

Mr. Walker, of Kansas: And how in articulation?

Mr. Walker, of S. C.: Their work has been satisfactory there, too.

Mr. Moses: We have a class in our school that has been taught that way—by articulation exclusively. We use no signs at all—use written and spoken language. The chil-

dren in that class may be said to be totally deaf—that is' so deaf they could not hear words spoken behind their backs. There is one exception, and he can hear words spoken in a very loud tone behind his back. Of course his recognition of sounds and of words when so spoken to is by hearing. The others are learning lip-reading. Some of them had partial speech before, losing their hearing after they learned to speak. In a large measure we regard that class as an experiment, yet, to a certain extent, a successful experiment, and we propose to continue it. Speaking of curiosities, while Dr. Gillett was speaking, I asked Mr. Connor about a curiosity we had in our school that might interest the Conference. A girl came to our school—she either belonged in Georgia or Tennessee, living near the line, and I said I would take her and see what I could do for her. She knew nothing about writing at all; she pretended not to be able to speak a word, and as long as she was with us I do not think she ever made a vocal sound. I was thoroughly convinced that the girl had no vocal powers at all. She afterwards left us and went to a Cincinnati lady as a servant, got into a tantrum there and went to see Bro. Connor. I do not know how she went away from there, but suppose in a tantrum, and now she talks as well as anybody.

Mr. Walker, of S. C.: What method did you use?

Mr. Moses: Method? The contrariness of the girl. I spoke of her as a curiosity, or rather as an illustration of our liability to be deceived in such cases.

Dr. Hutton: Have you any explanation of it?

Mr. Moses: None except that we were imposed upon. She gave us to understand that she learned to write after coming to us. She was quite a good scholar. During the second year she could recite by writing with children who had been to school three or four years. We were thoroughly convinced that that girl had no vocal powers at all.

Dr. Peet: It was a case of severe repression?

Mr. Moses: I suppose so.

Dr. Peet: We had the same experience once with one of our most brilliant pupils. She had not spoken a word for years. She had hardly graduated before she was speaking and hearing. It was a case of deception. She got all the signs, could write wonderfully well, was in our highest class, and after she had gone from us, we became convinced that all along she had been a hearing and speaking per-

son. She pretended to be restored to hearing by a stroke of lightning.

Mr. Walker of Kansas: I have heard of several Institutions where they taught geography, writing and arithmetic without the use of signs. I can understand how that could be sustained in an Institution the size of the New York one, but how an Institution of the size of Mr. N. F. Walker's, of South Carolina, can take one-fourth of the number of fifty, and give that class to a teacher, and how that teacher can possibly teach them their lessons. The class must all have come in one year. And how could there be a whole class come in in one year capable of being taught by that method through the eight years course?

Mr. N. F. Walker, of S. C.: We have two articulation teachers, and one of our sign teachers is a speaking lady.

Mr. Walker, of Kansas: Then what are you going to do with those that come in next year?

Mr. Walker, of S. C.: We will let next year take care of itself.

Mr. Dobyns. We have two divisions in our articulation class.

Mr. Walker, of Kansas: This articulation class is advancing and taking up arithmetic, and a boy comes in, where are you going to put him; the class cannot be graduated?

Mr. Walker, of South Carolina: They came in in two years and are nicely graded.

Mr. Walker, of Kansas: That whole class of twelve came in in two years?

Wr. Walker, of South Carolina: Yes, sir, and the class which graduates this year were all admitted at the same time, eight years ago.

Mr. Walker, of Kansas: Six one year and six the other?

Wr. Walker, of South Carolina: And they are all capable of receiving instruction under this method?

Mr. Swiler: This method involves the employment of a greater number of teachers in that school than the other Institutions?

Mr. Clarke: I just arose to say that we have a class in our Institution which entirely depends upon speech. There are nine pupils in that class. Eight different grades. The teacher has a very hard time and does the best that can be done for them.

President Noyes: Eight subdivisions in a class of nine?

Mr. Clarke: Yes, sir, but they are all speaking. We try to teach without signs, but in every class signs are used more or less.

Mr. Dobyns: I have one pupil in the chapel here that I would be glad to have Miss McGann bring forward and give us an auricular demonstration of her power of hearing. Some pupils can hear but cannot distinguish between the sounds. If you say horse to one of them, it is elephant or anything else. But this little girl sometimes can hear so well that she can hear a whisper, and if you speak a sentence in a whisper she can repeat it to you. I will be glad if Miss McGann will bring Minta Williams forward. Five years ago she had never spoken a word in her life.

Exercise by the pupil.

Mr. Walker, of Kansas: What studies do you teach in this class?

Miss McGann: Arithmetic, reader and geography.

Mr. Walker: How do you manage to teach geography to eight pupils when they do not hear better than she does?

Miss McGann: By the lips. This is combined with the oral. I give very little time to this. Our hours are from eight to one. I have thirty pupils.

Mr. Dobyns: I do not want to agree with my distinguished friend, Prof. Bell, in everything, but we have in this Institution rather a remarkable pupil in the person of a young lady about twenty-five years of age. She has never attended school at all. She was brought here when she was a little girl a good many years ago, and having no mother or father, she controlled her friends instead of her friends controlling her and she returned home, would not remain. She has been corresponding with me for a year in regard to coming back to the Institution. She came back a few months ago and I found she had never been in a school for the deaf. Very much to my surprise I found that the young lady had never been to the public school, had never been taught except at home by her friends. If you could see some letters written by that young lady, you would be a little doubtful as to whether she had really written them. It is perfectly wonderful the language she uses. I understand from her that she has read a great many books, and she now reads a great many. And the only point I now make, is the point Prof. Bell

makes about the constant use of reading. I think this young lady has gotten her knowledge of the language just by the constant reading she has done. I hope the members of this Conference will make it a point to converse with her.

Dr. Peet: Was she born deaf?

Mr. Dobyns: No, sir. She is a very good lip-reader. Learned that at home with her friends. She lost her hearing at eight and talks very little.

Mr. Williams: I want to say one or two things in reply to Mr. Bell. First, I am very glad to see him come to precisely the ground we have so long occupied. Next, as to his suggestion that it would be well for us to introduce into our schools reading, or attempt to, let me say that that has been a thing we have been striving for with all our might for years and years. But it is well to bear in mind that for the congenital mute who starts to learn the English language, it is not possible to do what Dr. Bell, with his well trained mind could do in a foreign language. Dr. Bell says he picked up a Spanish book and read it until he got over forty pages, and then he kept certain words in memory, while he had all the time he was reading, that knowledge of kindred languages which would enable him to pick out an idea here and there, and that was an assistance to him which the deaf mute does not and cannot have.

Another thing: he said that ideas always precede language. That is what we believe most thoroughly. When we want to teach the child language, we make the child perform acts before us, and immediately show him how to express the idea in language. We express ideas in signs in a way that we know he understands just as clearly as we do, then we teach him how to express those ideas in language.

Prof. Bell: My friend, I think you a little misunderstand me. It was that comprehension precedes expression, and to get ideas from language before you put those ideas into thought.

Mr. Williams: I will admit the point, certainly, that a person may be able to read and understand what he is not able to express in language.

Prof. Bell: And that precedes the other.

Mr. Williams: Certainly, but before one can understand verbal language, he must in some way have a knowledge of the individual words or of the whole idea which there is

an endeavor to express. That is just the way we teach our little children. A little hearing child just learning to walk falls down. The nurse says, "Baby fall?" She says that over and over when it is a little bit of a thing, when it first begins to understand—long, long before it can speak—associating the words immediately with the act. That is the way we go step by step with our little hearing children. Before that child gets to a certain period it does not get much benefit from this constant repetition; it begins with the little things it can understand. Objects are pointed to and named over and over until names become familiar. Then follow short sentences—baby walks, baby runs, baby sees dog, baby throws ball, etc. Then it goes on from that point step by step in its understanding almost as regularly as a deaf mute child does.

Then as to the reading of two hundred words a minute. There again comes in the difference of mind. Your wife might be able to take a book and read two hundred words a minute, but our little child could not.

Prof. Bell: Children and nurses sometimes gabble at a fearful rate. You have no idea of the rate unless you try it. But that is an average rate, while you can read three hundred and fifty words a minute.

Mr. Williams: Take those little mutes who have no language whatever when they begin, in the first two, three or four years, how rapidly could they read? How rapidly would your little six-year-old daughter read a Greek book? How much good would she get from it? We push the young pupils just as hard as we can in the line you propose.

Now, as to the case referred to by Prof. Dobyns: that child had heard until it was eight years of age, and it had the forms of language. It could take up a book and read it and understand it. It had reached a certain point from which it could go on of itself.

Dr. Thomas Gallaudet: I just call attention to the principle of association. The hearing child associates the sounds with the words. The deaf mute has not that power. He has no sound to help him have an idea of the word. In my judgment he needs signs to take the place of sounds in order to give him the rich, full meaning of words.

Mr. Doybns: We have a very handsome artist out here who is waiting to take the photographs of all the gallant men and handsome ladies, and while I am very much interested in the discussion, I think it would be very well for him to take them now.

Dr. Gillett: The hearing child has so much more time and so many more teachers that he can allow a very great deal of the overflow of nature to come to him and instruct him. The deaf mute has comparatively little time and few teachers, and he cannot afford to let a chance go by. We must be very economical of all our methods to teach him. Now the other day I was in Chicago, and I found that the Illinois Central R. R. was in the habit of staking out a plot in the lake with piles and get a systematic arrangement to fill in with soil and they then announced to everybody in Chicago that there was a dumping ground and they were free to throw anything they had in there, and the result of it was that before they knew it almost, the thing being staked out, everybody brought in their contribution and here was made soil on the Illinois Central Railroad which was worth so many hundreds of thousand dollars to the company for having the thing systematized. I came here and took a drive over the Pearl river, and saw where in one year it deposited here, and then I saw that the river takes so much away and then I thought this: How long will it take the Pearl river, by this desultory method, this overflow of nature, for this overflow of water to fill in the banks of the country? At the same time it was going ahead this way without system. The Chicago method is the systematic method and the Pearl river method is the unsystematic method.

Miss M. McGann, articulation teacher, gave an exhibition of auricular training as carried on in this (Mississippi) Institution.

At the close of Miss McGann's exhibition of the pupils' progress in auricular training, Mr. Job Williams moved that further discussion be stopped, and that the other papers which were to have been read this afternoon be deferred till to-morrow's session, and that we adjourn till nine o'clock to-morrow. Carried.

FOURTH DAY.

TUESDAY MORNING, April 17, 1888.

Conference called to order at 9 o'clock, with Prof. Noyes in the chair.

Prayer by Rev. Job Turner.

Minutes read and approved.

Business Committee reported the order of the day as follows:

1. Trustees and Superintendents, by Dr. P. G. Gillett.
2. Some suggestions as to the importance of thoroughness in Primary Instruction, Dr. E. M. Gallaudet.
3. The Legal Relations of Deaf Mutes to the Hearing Community, by Dr. I. L. Peet.
4. Day Schools, by Hon. L. A. Proctor, of Wisconsin.
5. Relation of Superior to Inferior, (Subordinate) Officers in Institutions, by Prof. J. R. Dobyns.

Mr. Dobyns suggested that the Conference remain in session to-morrow, and not hasten home.

Mr. Jenkins rose to a point of order: That the Conference adjourned yesterday, pending the discussion of a paper.

On motion of Mr. Williams, the discussion was declared closed.

Committee on Necrology appointed, on motion of Mr. Walker, of Kansas: Dr. E. M. Gallaudet and W. O Connor, of Georgia, Committee.

The subject Trustees and Superintendents was taken up and Dr. Gillett opened the discussion.

"TRUSTEES AND SUPERINTENDENTS."

MR. PRESIDENT: You are fully aware that your honored predecessor in the chair you now occupy, and your faithful associate of many years, Hon. R. A. Mott, at the Conference of Charities which met in Omaha, Nebraska, last summer, presented a paper on "Trustees of State Institutions; their Appointment, Duties, and Relations to Superintendents"—a most excellent paper in the main, but which in some points I deemed open to criticism, and reviewed in the January number of the *American Annals of the Deaf*. In the number of that excellent periodical for the current month, Mr. Mott replies to my review, combating some positions I maintained. I am bound to acknowledge my mistake in the opinion that the title "Institute for Defectives" would never have been applied to the Minnesota Institute if a child of Mr. Mott had been an inmate of either the School for the Deaf or the School for the Blind, since Mr. Mott informs us that a dear child of his has done

her entire public-school work in the School for the Blind. Though I admit my mistake in this, I am obliged to confess the greater surprise that this name was applied to this Institute, as Mr. Mott claims the doubtful credit therefor. I am aware, Mr. Chairman, of the questionable propriety of criticising or objecting to the name which any State may see proper to apply to its own institution. But the example of the Minnesota Institute has been followed by one of our Western Territories in deciding upon a name for its institution, and I think that a word of caution uttered in a Conference having so wide and influential a representation as this may be of benefit to institutions yet to be established.

My objection to this title, and to all others which imply that institutions for the education of the deaf and dumb are charitable or benevolent institutions in any other sense than public schools are charitable or benevolent, is not for sentimental reasons, though the sensitiveness of high-toned and spirited persons who avail themselves of their benefits is by no means to be ignored. There is a principle involved that, in my judgment, has not been sufficiently regarded. "What is in a name?" is often asked; to which I reply, that to a rose, or a mule, or an idiot a name may be of no significance, but that to a man or a woman, and especially to a boy or girl, it is of immense consequence. Let a bright lad be taken from his home as an object of charity, be told that he is such, be placed in an institution which has in letters of gold over its portal the words, "None enter here but objects of charity;" let him be fed, housed, clothed, and taught as an object of charity, and be assured, Mr. President, that in the course of a few years he will be an object of charity indeed, believing that the world owes him a living and will supply it, let him do as he may with reference to earning it. Names for institutions that imply that their inmates are on a different plane of personal responsibility and self-dependence from others are deleterious in their tendency, and should be avoided. Institutions for the deaf and dumb are properly a part of the public school system, and are generally so organized as to furnish their pupils with advantages more varied and superior to those provided for the hearing youth of our land, equipping them with both an education for their mental development and a useful handicraft by which to earn an honest living. When all this has been done for them there should not be found in all our continent one deaf-mute pauper, idler or tramp. I rejoice that there are

comparatively few such; but yet, Mr. Chairman, I am constrained to believe that some of our pupils have felt that there are peculiar privileges due them, after their departure from the institution, that the general youth of the land do not enjoy, and this feeling, I fancy, has been fostered by the names of the institutions in which they were educated as defectives, charity subjects, or beneficiaries of benevolence. The titles, charitable or benevolent institutions, asylums, or institutes for defectives, should be forever discarded, and in lieu of them names adopted which justly and truly express the object and purpose of the institution as intended, organized and managed to develop, not defective, but strong, symmetrical men and women, taking pride in their manhood and achieving success in life as others do. As it is now in some States, a sprightly boy may be taken as a charity subject from his home, transportation to and from the institution paid twice a year during his school course, clothing provided, books, board, instruction given him, a trade taught him, and at graduation a diploma bestowed upon him *gratis;* transferred to the National Deaf Mute College, for several years longer more or less of charity may be dispensed to him; when, returning to society, he expects others who have struggled to secure their situations, quietly to retire that they may make a place for him. All this may, in some cases, very properly be done, but it should be neither given nor received as charity. In the names of our institutions, as in the instruction given in them, everything that tends to separate deaf persons from people at large should be avoided as far as practicable.

I am sorry, Mr. Chairman, that Mr. Mott is not more hopeful of a means of effectually keeping our institutions separate from the possibility of party machinations. One of the most regretful scenes that can be looked upon is an institution, such as those represented in this Conference, degraded to an instrument of party spoils and demagogic boodleism. I cannot consent to Mr. Mott's view that this is incident to our form of government. I think that this is an outrageous perversion of our form of government that never entered into the minds of the fathers when our government was established. We shall always have party rule, but a party may rule just as effectively without changes of subordinate officers as with them, and far more efficiently and honorably. Change of officers in one of our institutions is a serious matter—a calamity; and consequently the greatest efficiency of an institution requires

that neither trustees, superintendent nor subordinate officers should be changed except for inefficiency, incapacity for their work, or malfeasance in office. It is a poor compliment to the wisdom of our legislators to say that our laws cannot be so framed as to protect the funds sacredly appropriated for educational purposes, and to assure capable persons, who have devoted their lives to the welfare of a special class, such as the deaf and dumb, or the blind, or the insane, or the feeble-minded, permanency of employment during the faithful discharge of duty.

In my review of Mr. Mott's paper, Mr. Chairman, I did not charge his Board of Trustees with any usurpation. From personal acquaintance with members of that Board I am prepared to say that such is not a supposable case. That was not the question under discussion, but what is the best mode of organization for institutions generally, so far as the trustees and superintendents are concerned. I did not question the perfect fidelity of the gentlemen composing that Board to their trust as defined in the law of the State of Minnesota. Very far from me be any such imputation upon those excellent gentlemen and good citizens. But I do very positively urge, in opposition to Mr. Mott's view, that the superintendent should have entire control of and responsibility for the management of the institution in all its departments. Mr. Mott inquires, "If the Doctor is right, what in the wide world are trustees for?" In turn I may reply by inquiring, If Mr. Mott is right, what in the wide world are superintendents for? In his Omaha paper Mr. Mott places a very high estimate upon the responsibilities and duties of trustees. I was for nineteen years a trustee of an institution for the deaf and dumb, and know from experience something of the duties and responsibilities of a trustee. I do not detract at all from what Mr. Mott urges as to the responsibility and dignity of the position, but I do insist that, when the executive of the State appoints a board of trustees who, in the language of the law quoted by Mr. Mott in his Omaha paper and referred to by him in his article in the current number of the Annals, "shall have the general management and supervision of said institute; shall prescribe all the rules and regulations for the government thereof, and the admission of pupils thereto, and generally perform all acts necessary to render the institute efficient for the purpose for which the same is established," that it is not expected of them to execute the details of the management in any department of the institu-

tion. Usually the position of trustee is a non-remunerative one, a provision that is founded in wisdom, since it generally secures men who have no personal ends to subserve in the way of pecuniary emolument. This is true of Mr. Mott and his associates on the Board of Trustees of the Minnesota Institute for Defectives, and has secured for that Institution, as it has for others, men whose attention to the trusteeship could not be secured for a money consideration. In further answer to Mr. Mott's inquiry it may be stated that the province of trustees is to stand in the place of the people who have confided the trust of caring for and putting into execution the work that the people themselves, for very obvious reasons, cannot perform. It is theirs to appoint the executive and other officers of the institution; but yet, as Mr. Mott justly says, they should accord to the superintendent the prerogative of selecting his colaborers throughout the institution, presenting their names for the approval or confirmation of the board. I do not think, as Mr. Mott intimates, that trustees are a mere wind-break, though wind-breaks sometimes perform very useful service. On the contrary, I think they are the source whence issue the winds and tides, which, taken at the flood, waft the institution on to fortune under the skilful guidance of a competent superintendent. So intimate are their relations with the superintendent that his acts are theirs, and his success or failure are theirs. A superintendent is selected because of his knowledge as an expert and his skill in the management of an institution, which no one expects of trustees. Were it otherwise, either the office of trustee or of superintendent would be superfluous. Having appointed a superintendent for these reasons why should he not be allowed, and, indeed, required, to put them into execution? It is harrassing to others as well as to him, and cannot be of any credit to any one, for him to stand aside and look on while a novice in some department makes confusion and trouble.

Trustees are selected for their good judgment and general knowledge of affairs, and one of their highest functions is to sit in judgment upon the wisdom of the general management of their superintendent, not suffering him to be trammeled or embarrassed in his administration. There is a wide-spread error abroad among our people, that the principles which obtain in general business matters do not apply in matters relating to the public, and, consequently, every man deemshimself a statesman, and fully competent to fill any public position,

from president or governor to constable or justice of the peace. Such a principle would not be admitted for a moment in the management of any great manufacturing, commercial or transportation enterprise. All these are controlled by boards of trustees or directors, but in every successful one the actual management is entrusted to an expert who has absolute control. If his general management is successful he is continued in his position. If not successful, he is deposed and another appointed by the board. How long would the White Star or the Cunard Companies do a paying business, or how many members of this Conference would take a voyage in their magnificent steamships, if a committee of stockholders were to command each vessel? What safety to life, limb, or property would there be upon one of our great transcontinental railroads if the board of directors were to interfere in its practical management? The captain of the vessel, the general manager or superintendent of the railroad, is selected for his well-known knowledge of navigation or railroading, the outgrowth of long personal experience. When a steamer returns from a voyage it is the province of the board of directors of the steamship company to sit in judgment upon the general results of the voyage and the wisdom of its management; but while the steamer is at sea no board would pretend to dictate to the captain in matters of seamanship or the management of his crew. This view is no more derogatory to a board of trustees of an institution than the fact that justices of the court leave to executive officers the enforcement of the law is derogatory to the court or its dignity.

Mr. Mott strangely misapprehends me, Mr. Chairman, when he says that I confound trusts and agencies. On the contrary, I think a careful examination of my article will show that I clearly discriminate between them. I did not state that trustees could delegate their trust, but it is absurd to say that, acting under their trust, they cannot delegate to a superintendent the authority to manage and control the fiscal affairs of the institution in the matter of purchases. I lay no claim to legal lore, but even a layman may know that delegating to another the performance of some of the duties of an office is not vacating or delegating the office, but merely makes him an agent to act within the limitations prescribed. And so it comes that guardians, executors, receivers of insolvent estates, and trustees of State institutions, while they never delegate their trusts, often deputize others to perform certain acts necessary to

be done under their trusts, which acts, upon receiving their approval, become their own. That a board of trustees cannot perform the duties of fiscal agent is too obvious to require argument. Their authority, whatever be their number, is divided among themselves, and must by common consent combine in some person. But that does not abrogate their trust or annul their responsibility. The question at issue is not as between the trustees and the superintendent as fiscal agent, but as between the superintendent and some other person. Mr. Mott sees no difficulty in clothing the superintendent with authority fully to "control the domestic, educational, and sanitary departments, even to the extent of choosing and nominating all subordinate officers, teachers, medical attendants, and *employes*, and of retiring them at his pleasure," responsibilities vastly greater than that of disbursing funds and making purchases. That he would clothe the superintendent with the greater, but deny him the less, seems unreasonable; but he assigns for his view five reasons, no one of which, Mr. Chairman, has any force whatever outside of a timid and vivid imagination. The reasons he assigns are:

I. "He cannot act as the fiscal agent of a large institution without great detriment to other departments of the work."

I reply that in this Mr. Mott is mistaken, and that experience has shown that the other departments of the work will be more efficiently and economically executed, and with much less conflict between departments, when the superintendent is the fiscal agent of the institution, than when some other person performs this service.

II. "He cannot discharge such duties and retain those pleasant and confidential relations, which are so desirable, between him and the Board."

I reply that facts and experience are again against him, and that he speaks from theory, and not from observation of facts. Nothing tends more to the close confidential relations, so desirable between trustees and superintendent, than the faithful and judicious use of the funds intrusted to the board; for in financial matters the board are men of as much or more experience than the superintendent, and are able to judge more intelligently of his capability and prudence than they can in some other departments of his work.

To Mr. Mott's additional statement in his second objection that "accounting for the exercise of financial discre-

tion to a board of business men cannot be a pleasant job to a sensitive superintendent," I answer that accountability is not derogatory to any one, and that sensitiveness is not one of the strong points of a superintendent. The hide of of a Mississippi alligator, Mr. Chairmau, equips him better. After he has run the gauntlet of the unreasonable fathers, fussy mothers, and enterprising reporters that beset his pathway, a confidential meeting with sensible business men is rather a rest or recreation than otherwise.

III. "It would bring him into such relation with employers, traders, contractors, caterers, and all sorts of sharpers, as to lessen his influence, and subject him to much that is irritating and unpleasant."

To this I reply that among the classes enumerated are some of the best specimens of honorable manhood known to the human family, with whom association broadens a man and quickens his mental vigor. A superintendent is not properly a mere book-worm, a namby-pamby dude, an effeminate creature to enclose in a band-box, or to associate only with simple-minded lawyers, meek clergymen, innocent physicians, dilettant scientists, poets

IV. "In case of a mistake of judgment in purchasing, or of accidental error in accounts, he might be subjected to adverse and possibly unjust criticism, censure, and scandal.

I reply that no human being is infallible, but that he may be as near it as men ordinarily are, and that there is no reason why his mistakes should not be palliated just as the mistakes of other men are, nor should he be exempt from criticism and censure more than other men are. And further, that the scandal most to be dreaded by a superintendent, or feared by a board of trustees, when he is under bonds, as he should be, is not in the direction of financial delinquencies.

V: "His training has generally been in the line of scholarship and literature, rather than of business affairs."

I answer that there is no incompatibility between scholarship and literature and correct business principles and practice, but that the mental discipline of the scholar is the best preparation for a good business career. One of the most pleasing features of our time is the fact that so large a number of scholarly men, and men of literary tastes, are found in the walks of business life. I need only cite to you, Mr. Chairman, some of the gentlemen who have favored this Conference with their presence dur-

ing the last few days, some of whom have been made honorary members of the Conference, and have participated in its discussions. The most important subject before the public to-day, Mr. Chairman, the tariff, is a question of a purely business nature, and while our business men are more interested in it than any others, yet it enlists the interest and energies of the best living minds. Neither the forum nor the pulpit, the bar nor the field, can surpass the arena of commercial life in examples of culture and mental acumen. The time has passed when business men are to be relegated to inferior stand in society.

Such are Mr. Mott's objections to the superintendent's having control of the purchases of an institution, or being the financial agent of the board of trustees. I regard them as frivolous and imaginary. The direction of the purchases for an institution is not any more drudgery than the direction of the domestic department. Because he has control of the latter, it is not necessary for him to become a cook, or of the school to be a teacher of penmanship or a janitor. No more does his control of the business affairs of the institution involve his becoming a horse-jockey, a clerk, or a book-keeper. Nevertheless, he ought to know when food is properly prepared, when a schoolhouse is well cleaned, ventilated, and warmed, when the teacher of penmanship does his duty, and whether accounts are properly kept by his book-keeper, and judicious purchases are made by his clerk. Knowing these things, he should be so invested with authority that he could, in any case, make such changes as would remedy the mistakes without delay.

Mr. Mott's boasted "ghastly bluntness" with which he advises somebody to resign does not frighten any one, for the illustrations he cites therefor are singularly unfortunate for his view. His reference to presidents, judges, and governors fortify my side of the case, for these officers even veto the enactments of Legislatures or Congress, or suspend the action of the law, a power infinitely greater than I claim for a superintendent, who is only, in my view, to carry into effect the directions of the board of trustees, a service which he is employed and paid for, and which he can perform better than any other person. Executive officers of our colleges and universities are invested with the power of disbursing funds precisely as I claim for superintendents, and usually are not held to so rigid an accountability as I insist upon, while if public school superintendents were charged with the expenditure of school

funds, there would be a better return for the outlays made than we have under our system of irresponsible committees so often changed.

Mr. Mott's proposed plan has some good features, and is very nearly a surrender of the case to my view, but in my judgment all supplies for an institution should be made under the superintendent's direction, or by him in person in large quantities at wholesale prices, and kept in a store or supply department, to be issued, not as Mr. Mott would have it, upon his order as a lord, but upon his approval as a faithful officer, putting into execution the wishes of his superiors, the board of trustees.

I am glad to find that Mr. Mott and I are in perfect agreement upon the subject of nepotism. I suppose he used the term in its popular acceptation rather than in its narrower meaning as given by lexicographers.

In conclusion, I wish to say, Mr. Chairman, as some of the members of this Conference have not the honor of an acquaintance with Mr. Mott, that a more sincere friend of the deaf and dumb, and of all good causes which tend to the advancement of our race, and especially of those whom he denominates defectives, nowhere lives on this sphere. As he said, so say I, Mr. Mott "and I are honestly seeking the highest good of" these "classes in our several lines of work, and I hope we are both under the control of that philosophy which will enable us to recognize in the honest critic our best friend."

Discussion upon this and all other papers was, on suggestion of the Business Committee, deferred until all the papers for the session were read.

Dr. Gallaudet, of Washington, addressed the Conference upon the subject of "Importance of Thoroughness in Primary Instruction."

Dr. Gallaudet: I will only take up a little of the time of the Conference this morning, and possibly I ought to apologize for bringing forward suggestions on such a subject, but I trust that when I unfold what I have to say, it may not seem improper that I should, in perfectly friendly conference, exchange a few words on this subject.

We are all aware that children educated in the common schools of our States, after reaching a certain grade, go out from under the care of the teachers who have had control of them and are then subjected to test examinations to enter high schools, seminaries, academies and colleges, and are thus compelled to prove by examination before others

than those who have conducted them through the earlier courses of their instruction to what extent they have really mastered those things which they have gone through with.

The only place, so far as I am aware, in this country, where graduates of the schools for the deaf are subjected to these crucial tests is at Washington, in the college which I have the honor to direct. To us at Washington come pupils from all parts of the country. We can only assign them to work and judge of them after what may be called absolutely impartial and crucial tests and examinations. They are seated at tables, questions are given to them, prepared, not to grind them, not to bother them, but to give them the opportunity to show, in an entirely independent and unassisted manner, what grasp they have of certain subjects, on the study of which they have been engaged in their respective schools. These young men and young women are allowed a sufficient amount of time; they are undisturbed; they have no opportunity for asking any one for help. They are alone and are allowed no books. They are simply expected to show what they know on the subjects on which they are being examined, and which are required for admission to the college or to any class in our institution. We have taken pains at Washington to inform the officers of the different schools what is required for admission to our introductory class in the college and what is required for admission into the freshman class. We have undertaken to do that as distinctly and as clearly as it is perhaps possible to do in announcements, circulars and specimen examination papers, which we have taken the pains to send to every school for the deaf in the country. And I take pleasure in saying right here that there do come to us in the persons of some of the youth who are sent to the college, specimens of excellent work on their part and on the part of their teachers in many instances. But in other instances there has been more zeal than knowledge.

I will not take time to speak in any extended manner as to the general importance of thoroughness in the primary work. I will narrow the scope of the subject which has been announced to you right down to this point of admission to college, because in that is involved the whole question, and from that you can draw conclusions which follow with reference to everything else.

It has often occurrred in our examinations at Washington that a bright young man or a bright young woman will come

to us and make a statement like this, after the examination is over and they have not done as well as they expected: "We did not know that we could not ask anybody a question while we were giving in our examination. We thought when we came to something a little difficult we could go to our teacher and say, 'I want you to explain this little point,' and then get it all right with that little point explained." And that will cut his mark at examination right down at once, and place a burden upon this young person which ought never to have been there on his or her admission into college. That leads me to make this suggestion through you to your teachers: to strive at an early point in the course of instruction—I say early, because this thing can be begun very soon—try to make your pupils self-confident, capable of finding out some things for themselves. This is not said for the first time. We all know it; I emphasize it; it is everything in teaching. The doing of the easiest thing, the helping of the pupil over every little difficulty, often leads him into habits which are very lamentable. The teacher knows when a child presents a difficulty whether that very child, with a little reflection, a little study, a little thinking, will not solve the difficulty himself. If he does he will not forget it. I think I have made that point sufficiently clear that the way is not to help, so that when a pupil comes to an obstacle he will say, "O, I must go to somebody and ask," but he will sit right down to think, and get it from what he has learned before. It is of immense importance to any pupil whether he is going into our college or not. It is important to any man in life to have formed the habit of solving difficulties from his own resources.

In our examinations at Washington we are frequently very much surprised to have pupils come to us and say, "I was not taught arithmetic last year; we got through that the year before. I gave that time to other studies; I am a little rusty in arithmetic—you will have to excuse me." We cannot excuse it and admit him to college. Such an applicant often says: "I studied algebra last year; you can give me some credit on that?" We are compelled to reply, "We cannot give you credit on your arithmetic for your algebra. If you do not know your arithmetic you will have a hard time in algebra." In spite of the great pains which we have taken to inform those who are instructing pupils to come to us that, for the admission into the introductory class, not a line of algebra is required, we had several come to us last fall, whose admission, without

conditions, was of the greatest importance, and who told us that they had spent months of study, before coming to us, in their algebra, hardly looking at the arithmetic, and all we could do was to admit them to the college with conditions in arithmetic in removing which they will have to spend the whole of their next summer vacation in the study of that important subject.

I do not know what the person I have in mind can do next year. The arithmetic is not perfect; the algebra is not perfect; everything is in a mixed condition; yet there was a bright mind, an earnest spirit, and a disposition to do everything that could be done on the part of the pupil.

I would, therefore, urge when you have pupils preparing for college, a year before you expect them to come, be sure that your teachers who have them in charge know just what they are aiming at, just what studies will be required and just what studies will not be required, and that they waste no time in giving them the studies that are taught at Washington. The more time they can spend upon the preparatory studies the better it will be for them.

Dr. Peet: I suppose all these facts and information shall be given in the Annals, which we all read?

Dr. Gallaudet: You will be surprised when I tell you it has been all given in the Annals as many as four times. We are continually sending out our announcements, and I have had letters come from Institutions asking about admission to our college when within the week I had sent half a dozen copies of our announcements to them.

I have something else upon which I wish to speak for a moment, which will get us out of this discussion. It is going back to the wisdom of our forefathers. We must not be ashamed in this progressive age to learn something from those whowent before us.

I wish to emphasize something which Dr. Harvey P. Peet once said, the honored father of our friend, and who did a great and noble work for deaf-mutes—and I know of no one whose words should have a greater effect upon you than his—he often urged the great importance of employing a large proportion of teachers for the deaf in our schools who have had what we term a liberal education. There has been a steady drift for several years past—for the last ten or fifteen years—in the other direction. I do not wish to speak in any way disrespectfully of the attainments and of the zeal of the noble company of men and women who have entered as assistant teachers in our institutions who have done and who can do good work. I have nothing

but praise for them. But we are aware, Mr. President and friends of this Conference, that those who taught at the beginning of this work believed and acted upon their belief, that the best instructor of a little deaf child who is beginning his course, was the well equipped and cultured man. I believe that is as true to-day as it was then. It would be better, I do not hesitate to say, if every teacher in our Institution were a graduate of a college. If every one cannot be, then I beg of you to stand firmly for having a very large proportion of college graduates among the teachers in your institutions. Let them be the best men and women who have had what may be termed a liberal education. There is not one principle of pedagogics more thoroughly granted than this. The one who is to teach must know very much more than that which he has to teach. If a teacher is merely to teach a child to read and write and the fundamental principles of arithmetic, he must know very much more himself than these things Who would think of placing at the head of a grammar school one who had merely graduated from that grammar school? He must know a great deal more than that would imply. When we want a principal for a high school, do we take one who has graduated from that high school? No, sir, we go to the normal school or to the college. When we come to choose a college professor, do we take some mere graduate of that college? No, sir, we take a graduate of the University.

I claim most earnestly that for the teaching of the deaf in their primary branches it is necessary that the mind of the teacher should be broadened by the study of mental philosophy, the study of logic, and advanced studies of philology; and he who would teach most successfully the intricacies of the English language to those who have never heard it spoken, must be an adept himself in many languages, and must have a great reservoir of knowledge from which to draw. I think this subject has been passed lightly over in the past few years, and I take this stand for reform. When we seek new teachers, let us take them from among those who have had a liberal education, and bear ever in mind, this principle in pedagogics that a teacher must have pursued a much more extended range of study than the one he proposes to teach. My honored father, and Dr. Peet's honored father, announced that principle long ago. Are we better than they?

I have delivered my message, my good friends. I trust you will excuse me for the fatherly way I have spoken—

I will call it, rather, brotherly—and I trust that you will receive this as from a brother who loves our work, and all engaged in it, and whose aspiration is to have it done everywhere in the best possible manner.

The next paper read was

THE LEGAL RELATIONS OF DEAF MUTES TO THE HEARING COMMUNITY.

BY DR. J. L PEET, OF THE NEW YORK INSTITUTION.

The term deaf mute is properly applied to those persons who, bereft from birth or early childhood of the sense of hearing, do not possess the corresponding faculty of speech. Their misfortune entails upon them absolute ignorance of all language, either written or spoken. They are, therefore, isolated from the ordinary sources of knowledge to which hearing children have access, and the world of silence in which they live is a different world from that which their hearing brothers and sisters enjoy. Unable to communicate their own thoughts and feelings, their mental activity is repressed by want of exercise, and when they are left to themselves even the power of reflection is apt to degenerate into a state of torpor. Happily, however, for them, there is a means of access to their mind through natural gestures and motions, which, more readily than others, they comprehend and make use of, and the judicious parent, who does not let a day pass without making an effort to communicate with his child in this way, may initiate and continue a mental development which will not only prevent the faculties from becoming dormant, but will stimulate them to such action that the varied scenes and visible events within the environment of every-day life will make an impression more or less distinct and intelligible.

The idea of cause and effect can be easily given by visible illustration, and the conscientious parent watching the conduct of the child and exhibiting the frown of displeasure at every instance of wrong-doing, and the smile of approval at every instance of right-doing, will fix, in his mind, the idea that certain things are right and others wrong, and so awaken conscience, as well as form habits of correct living.

Under circumstances like these the deaf mute, gifted with an ordinary degree of intelligence, may be brought to a point where his mind will be stimulated to act on the

data presented to his senses, and to reason upon them more or less correctly, while, once in a while, may be discovered one who is endowed by nature with that extraordinary power of rapid deduction, which is one of the marks of genius, and which has often been mistaken for intention. The great majority, however, do not come under this category. The special attention required cannot or will not be given them, and the result is a large class of persons, ignorant and undisciplined, accustomed to act upon impulse and having no idea of principle. Shut out from the knowledge of law, either human or divine, they have no idea of consequences, and may truly be said to be as much divested of responsibility as the beasts that perish.

The State, therefore, owes it to itself not only to provide for them the means of intellectual and moral development which science and philanthrophy have established, but also to make the application of these means to the amelioration of their condition compulsory in all instances.

There are cases of deaf mutes of decided intelligence, but without ability to express themselves in words, who have been able to give testimony either in their own behalf or that of others, through natural signs, with such clearness as to justify belief in their statements.

A case in point is derived from the proceedings of the District Court in Grant county, in the Territory of New Mexico, at its July term for 1883. Three white men were indicted, tried, convicted and sentenced to be executed for the murder of three Chinamen, perpetrated, according to the testimony of competent witnesses, at about 8 o'clock on the evening of February 3, 1883. The only evidence adduced whereby the defendants could be identified as the perpetrators of the deed was that given by Luther Carey, a deaf mute boy between nine and ten years of age. He had never been sent to school, but between him and his mother had grown up a method of communication by signs sufficiently distinct for ordinary purposes.

According to the mother's testimony, on the same evening that the killing took place, the child came into the bar-room of the public house kept by his parents in a state of great excitement. He drew his finger across his throat, took a stick and pounded with it and raised it as if in the act of shooting, and went through the action of falling. The mother appealed to a soldier, who happened to be present, and asked him what the child meant. The soldier, thinking he referred to a difficulty which had lately occur-

red between two soldiers at the fort, in the vicinity, pointed to himself, but the little boy pushed him aside and pointed to Duran, one of the defendants, and putting his hand to the back of his head represented the braiding of three queues. The next morning the deed of violence was discovered, and according to other testimony, on the third day the little boy was put upon a horse and allowed to guide a party of investigation. Keeping considerably in advance, he struck the trail of the horses which the murderers had ridden, and followed it on a circuitous and out of the way route off from any road, through a bushy and unfrequented part of the country, to the very house where the Chinamen had been killed, and by signs and actions expressed astonishment at not finding the bodies. He again went through the motion of killing the three queue-wearers, and described the murderers by drawing his finger around his throat, by twisting his nose, and by dotting his face with his fingers. Of the defendants in court, one had a clearly defined mark around his throat, another had a broken-down nose, and the other was decidedly pock-marked.

Before the court, he drew a plot of the house and grounds and objects in the immediate vicinity, the roads to and from the place, and its location in reference to Fort Bayard. On this plot he also marked out the position of each of the defendants, while in the act of killing the Chinamen, as also his own position holding the horses. He also designated on the plot the position of the three Chinamen where they fell. With the aid of his plot, he was able by signs and gestures to express very intelligently the manner in which the Chinamen were killed, and the part each defendant took in perpetrating the deed. The way in which he happened to be an eye-witness, and indeed the only eye-witness of the deed, was that he was a great pet with the frequenters of his parent's tavern and among others, of the three lawless men who were identified by him. He was accustomed to ride with them on their expeditions, and was greatly amused and interested by their ordinary exploits. But accompanying them on this occasion, his innocent soul revolted in horror, at the cruel deed which they had not hesitated to let him see, because they were certain that no accusation could be made against them by a dumb witness. The judge, who admitted his testimony notwithstanding the earnest remonstrances of the defense, used the following language:

"This little boy has no education; yet I am inclined to

believe that, notwithstanding the fact that the mother is unable to communicate to him any questions tending to test his knowledge of an accountability to a Supreme Being, yet, as a psychological fact, growing out of his mental condition, he would be incapable of communicating any events except such as he had seen. He would be incapable of manufacturing or inventing a falsehood as to the material facts, because he could have no idea of the facts unless he saw them. In my opinion, this would be a better test of the truth, or at least, as good a test of the truth, as would be the belief of a man of mature age and clear understanding in his accountability to the Supreme Being. This, of course, breaks into the general rule of law as regards the competency of witnesses. Yet, all the facts of the case considered, I believe my view of the case to be the law, and that this case presents a well-grounded exception to the general rule. My opinion is that this witness is competent; the very fact that ordinary ideas about things and events which he has not seen cannot be communicated to him is a better test of the credibility of what he is able to communicate by signs than would be his mere belief in his accountability to the Supreme Being. The other classes of ideas which he entertains would spring from the sensations of touch, taste, and smell. In this view of the case, I believe it is impossible for the boy to entertain ideas in regard to passing events unless he had actually witnessed them."

The case having been appealed, was reversed by the Supreme Court of the Territory, at its January term in 1884, by Bell, J., (Axtell, C. J., concurring) in the following language:

"A deaf and dumb child, who has never been educated in an institute for deaf mutes, who cannot be made to understand anything of the nature of an oath, and who can do nothing more than give an account of what he saw, without affording any means of examination, or cross examination, is not a competent witness, especially in a capital case."

From this decision Judge Bristol dissented, and concluded an elaborate review of the evidence as follows!

"The books nowhere furnish a precedent like this. If the law of evidence in no way opens the door for testimony of this kind, then all I have to say is that the law in this respect is certainly at fault, and the sooner it is changed, either by judicial precedent or by legislation, the better. The sole object of every judicial investigation

upon evidence, is to ascertain the truth as to the issue involved. Being satisfied as to the absolute truthfulness of this deaf and dumb boy's communications as to the details of the murder, and who committed it, it is my opinion that if he cannot be considered competent as an ordinary witness, because he cannot be communicated with, and made to understand the legal and technical obligations of an oath, then under the very extraordinary circumstances attending the case, his communications ought to have been considered as having been properly received as circumstantial evidence, proved by his mother who understands them, in precisely the same manner as tracks or a trail leading to an identification of the murderers might have been proved, and received as competent evidence; and that it would have been proper for this court to have established a precedent of that kind.

There are several cases in which deaf mute women, without education, have successfully maintained actions for assault or seduction against hearing men of superior intelligence who have fascinated them, and more, of those, who having only a partial hearing from birth, had established with some sister or intimate friend a certain *patois* of lip-signs which enabled them to make themselves understood by each other.

One such case, in which the writer was called as an expert, was decided by his own testimony as to the explicitness and distinctness of the charge made by the uneducated deaf-mute witness, contrary to the side which he was called to assist. In this case, the deafness had not been total, but had been sufficiently profound to prevent the subject from acquiring speech in the ordinary way.

And here let it be understood, that, in all questions which arise in regard to the exact meaning and intent of communications made by the deaf mutes, through signs, whether conventional or natural, teachers of the deaf and dumb are especially on their guard against giving a wrong impression, whether it be in the interest of one side or the other, so that it has occasionally happened that they have been obliged to injure the parties whom they were originally called to sustain.

It would, perhaps, be a wise rule of procedure, if every expert employed to assist in cases where abnormal conditions exist, should represent the court and not either the prosecution or the defense.

The cases in which uneducated deaf mutes have had occasion to transfer property acquired by inheritance, have,

heretofore invariably been settled by guardians or committees, as no case appears upon the books where persons of this class have been acknowledged to have uncontrolled possession. In some cases, however, when the property had been acquired through their own industry, their wishes, clearly expressed by signs, and made known through an interpreter, have been fully carried out.

In regard to the claims of mutes against those who have sought to take advantage of their condition, either in regard to service or property, the law has, within the last century, shown, both in this country and abroad, a benevolent side, and whenever the uneducated deaf-mute has been able to establish, through his own crude representations, especially if he be aided by sympathizing friends, clear evidence of his rights, technicalities have seldom had any weight with judge or jury.

Where an uneducated deaf mute has committed a crime, he cannot be dealt with in the same manner as those who understand clearly the difference between right and wrong. Even if he admit that he has perpetrated the deed, he will not be likely to manifest contrition, for it will, in the majority of instances, not appear to him as an act for which he should be punished, but as one in which he should be justified, as he is apt to mistake the feelings of resentment which induced him to commit an act of violence, or of selfishness, which led him to appropriate what did not belong to him, as in accordance with what is right and proper under the circumstances. However this may be, he ought to be restrained of his liberty for the safety of society, and provision should be made for his mental and moral training up to a point where he can be regarded as morally and legally responsible for his acts, after which there is no reason why he should not be allowed to go forth as a redeemed and enfranchised member of the community, conscientiously able to take his part in the great drama of life.

In this age and at this day there are comparatively few deaf mutes of mature years, in civilized countries, that have not enjoyed the advantages of special instruction, either through private tuition or in some one of the many institutions established for their benefit. This is especially true of our own favored land, of whose prosperity the admirable public school system that prevails throughout its broad expanse may be regarded as its chief corner-stone.

On the 1st of December, 1887, there were under instruction in seven institutions in the State of New York alone

1307 deaf children, supported in the main by appropriations made by the Legislature and by the supervisors of the counties, and the total number of those that had participated in the advantages thus afforded had been 5157. The parent institution, with which the writer is connected, the largest as well as the oldest, has been in existence seventy years, during which time it has given the inestimable blessing of education to upward of three thousand deaf mutes.

In the sixty-nine institutions in the United States there were, in December last, 6862 deaf children under instruction, and the total number that had been graduated was 19,262.

All of these, with the exception of a few, found, after trial, to be practically imbecile, have been restored to society and made capable of self-support. They are found in all the walks of life, among them being ordained clergymen ministering to their fellows, lawyers admitted to the bar as practicing attorneys, merchants, manufacturers, teachers, editors, inventors, artists, clerks, farmers, printers, mechanics and laborers.

Many of them have acquired such a knowledge of the English language that they understand and appreciate books in every department of literature, at the same time that they are accustomed to express their own thoughts and feelings with clearness, propriety and even elegance. Others there are whose knowledge of language is less extensive, but is yet sufficient for the ordinary transactions of life, enabling them to write letters of business and friendship in a style that does not indicate their misfortune, and to read without difficulty such books as are of importance in their several avocations, or that may be of interest in their hours of leisure, and also the daily newspapers, by which they may keep themselves posted on current events.

Others still have to study out what they read, with slow pertinacity, and, in writing, exhibit peculiarities such as characterize foreigners who have not yet thoroughly mastered the English language, and there are, unfortunately, some to whom the acquisition, not of isolated words, but of the connections and relations of words in idiomatic phrase and grammatical sentences, presents difficulties so much beyond their powers that they always fall back upon signs as their true resource.

The theory of instruction in most of the schools in this country does not confine the pupil to what he can gain

through the English language. It seeks, and seeks successfully, to give him a true knowledge of his relations to his Creator and to his fellow-men and to give him a clear idea of the great facts that underlie a correct conception of moral and legal obligation. In addition to the ordinary lessons of the class-room, in which special attention is given to written and spoken language and to the subjects expressed thereby, the pupils have lectures addressed to them in the sign language on government, on property, on the duties of citizenship, on the laws of health, on moral science, and on the fundamental principles of religion. In the institution with which the writer is connected, "mock trials" are held from time to time, and, more frequently, debates on the topics of the day.

All this tends to quicken the intellect and to prepare its possessor for living an upright, peaceful, temperate, law-abiding life, after his term of instruction is ended, and for being invested with all the rights and immunities that are enjoyed by any citizens in this enlightened land.

When a person so trained is arraigned before a court of justice for some criminal act, no such leniency ought to be shown to him as to the uneducated deaf-mute for whose violation of law *society* is responsible, not he, inasmuch as the State has failed in its duty by not compelling his education. If he understands the language of the country sufficiently well, there is no reason why he should not make his plea and give his testimony through writing, though it would be difficult to keep him *au courant* with all that was said in his presence, a circumstance which might be of great importance in connection with the cross-examination of witnesses.

If, by the cultivation of speech acquired before he became deaf or of speech acquired and made euphonious through the development of a partial hearing, he be able to speak distincty and intelligibly, and through a kindred process to read the lips of those speaking to him directly, there can be no valid objection to having his pleading and examination conducted orally, though it is improbable that he will be able to catch, by watching the motion of the lips, the drift of the rapid speech carried on during the trial.

To save time and meet all the contingencies to which allusion has been made, it is preferable, and it is usual, to have an interpreter sworn as to his own competency to communicate by means of signs and the manual alphabet and placed under the obligation of an oath to render faithful service, who shall transmit all direct questions and an-

swers, and also keep the deaf-mute party to the action informed of everything that is said in his presence.

For all other cases, the sign-language is the *only* means that can be employed, and this requires the intervention of the sworn interpreter, on the same principle and in the same manner that any foreigner, not familiar with the language of the court and jury, requires the services of one, with this advantage to che deaf-mute, that he can be kept informed of what is going on without disturbance or interruption to the court. When possible, such interpreters should be sought for from among those employed in the school where he has been educated.

As the same rules obtain where the deaf-mute is the complainant, instead of the defendant, the obvious deduction is that, given the interpreter, the educated deaf-mute is placed, so far as the law is concerned, on the same plane with his more fortunate brethren who can hear and speak.

The next thing in order was an address by the Hon. L. A. Proctor, of Wisconsin, on the subject of

"DAY SCHOOLS."

MR. PROCTOR:—MR. PRESIDENT AND LADIES AND GENTLEMEN OF THE CONVENTION: In your presence, who have given so much time and thought to the education of the Deaf, I cannot help feeling some embarrassment in assuming to say anything on this subject. Nevertheless I will endeavor to give you the experience of Wisconsin and the result of my own observation in regard to the question of Day Schools.

Some three years ago, through an earnest appeal to the Legislature, a law was enacted authorizing the establishment of day schools, and appropriating therefor the sum of one hundred dollars for each pupil taught in them for at least nine months in the year. This appropriation was not to exceed in the aggregate five thousand dollars in each year. That law is still in existence, and under it have been established two schools only, one in Milwaukee, under the charge of Prof. Paul Binner, numbering between thirty and forty pupils, and the other in LaCrosse, having some half-a-dozen scholars. Efforts have been made to organize others in different places, but they have come to naught.

The theory upon which these schools were sought to be established, or the argument upon which the Legislature was asked to provide for their organization, was this: That

it would be cheaper to the State to make such an appropriation as the law contemplates, and it would also be for the advantage of the pupils. It was urged that it would be much better for the pupils to remain at home and be under its influence than to be gathered in large Institutions. This argument was dwelt upon with great force, and eventually had its influence in the passage of the law mentioned. There were, I think, two attempts made prior to this, without success, for the passage of such a law. The theory was a very plausible one and finally captivated the members of the Legislature.

The Board of which I am a member, felt considerable doubt as the success of the measure, but, as public sentiment was drifting in that way, we did not feel that it was policy to oppose it, and said, in our report, that the experiment probably would be worth trying. It has been tried in Milwaukee, as I have said, and has met with fair success. It was intended at first that the schools should be purely oral schools in their instruction, but it was found when the bill came before the Legislature that it would be difficult to pass it in that form. There was some doubt as to the theory that all the deaf could be taught successfully by the oral method, and that feature of the bill was stricken out, so it passed. It provided for the establishment of day schools for the deaf without saying by what method they should be instructed.

I think that the theory upon which day schools have been advocated is, on the whole, an untenable one.

President: Were these schools to be tributary to the State Institution in any way?

Mr. Proctor: No, entirely independent of the State Institution, the Board of Supervision, however, was required to give its consent to their establishment.

President Noyes: Were they to be under your supervision or under the supervision of your board?

Mr. Proctor: There was no special supervision of our Board provided for, except that they were not to be established without its consent.

Mr. Walker: Then under what control are they afterwards?

Mr. Proctor: No control, except that the certificates upon which they draw their portion of the State appropriation are to be approved by the State Superintendent and the President of our Board. The teachers must also be certified by the Superintendent.

(Continuing his address.) This theory that it is so much better for pupils to have the influence of home while they are being educated is a delusive one, unless it be qualified by the character of the home. It is quite true that there is no influence so important in the education of any child, whether deaf or hearing, as the influence of a good home —a home where there is correct thinking, where the virtues are lived and taught by precept and by example. But unfortunately, too many of those who are deaf—as well as too many of those who hear—have no such homes. Too many of them have no home in the true acceptation of the term. And unless the home be such as I have stated, far better is it, so far as my judgment and observation have gone, that there be no home influence. In my association with the Institutions of the State, I have particularly noted this fact, in regard to the industrial school for the reform of boys of criminal tendencies, it is astonishing to look over the family record and connections of those boys. Scores and scores of them, as I have said, have no homes which are worthy of the name—no home which is home in any sense; and what is true with them is true in a measure with many of those who come to the schools for the deaf. Now, then, it seems to me that it is vastly better that pupils be brought up under the influences of the State Institution—an institution which is conducted upon the plan of a home, which is in all its associations, in all its surroundings and in all its discipline, that of a good home. And I am sure that there is no gentleman or lady present who has been familiar with the Institutions established for the education of the deaf and dumb who has not noticed this fact, and who does not know that the influence of the Institution in the formation of character has been one of the chiefest and best to which the pupils have been subjected. (Applause).

I have been surprised and delighted, many a time, on visiting not only our own Institution but other Institutions, to find the demeanor and carriage of the pupils respectful and gentle—such as pertains to the real gentleman and lady.

Now, it seems to me that so far from being detrimental to the pupils to be taken away from their homes, even granting that they are good homes, average homes, it is a great and inestimable advantage. I believe that to the influence, the moral and religious influence of these Institutions, not less than to their book education, is due the fact, that so many of the pupils upon leaving them be-

come men and women who are worthy in all respects of the name.

The other argument used in reference to the propriety of establishing these schools, the argument of economy, has less foundation than that which has just been considered. It was urged that the appropriation of one hundred dollars per pupil asked for these day schools is much less than the State Institution costs. But what are the facts? If you consider the plan, you will find that this is not economical, but, on the contrary, extravagant. Here is one hundred dollars paid for what? Simple tuition. No provision is contemplated for the pupil outside of the school-room—no food, nothing in the way of supervision or mechanical instruction. Whereas our Institution, and I presume it is a fair illustration of others, boards the pupils in all respects, furnishes them books, gives them instruction in the useful or mechanical arts—in fact takes entire care of them for ten months in the year; and the whole expense, including every expenditure of the Institution for improvements, for repairs, for teaching, for subsistence—is on the average one hundred and eighty-nine dollars per capita the year. Then again, the establishment of such schools, excepting in cities of considerable size, is impracticable, on account of the limited number of pupils obtainable. For instance, in LaCrosse, which is the second city in population in the State, there could be obtained not exceeding six.

The compensation, therefore, for teaching this number would amount only to six hundred dollars per year, which would certainly not be sufficient, in all cases, to secure the services of such a teacher as the deaf ought to have.

If it be said that pupils might be brought together from neighborhoods, then the argument for the establishment of day schools on the ground that the pupils could be at home is overthrown; for it would certainly be very much less to their advantage to board in families and attend school than it would be to board in an Institution. So that while I had misgivings in the start in regard to the propriety and usefulness of such schools as compared with our State Institutions, I have come, from my own observation and experience, to be decidedly of the opinion that the State Institution, in all that secures the welfare and the education of deaf children, has the undoubted advantage.

Dr. Gillett: I agree with all he has said. He has spok-

en of homes of the low character, and referred to those of the better character. Is it not true, Mr. Proctor, that the infirmity of deafness shuts out the deaf child from that feature of home that makes home what we understand it it to be?

Mr. Proctor: Yes, sir, it does. That is a point that I intended to touch upon, but it escaped me. The truth is, that these pupils have far less opportunities at home than a hearing child. They are in a great measure, in many homes—not all homes—left to their own resources—left to grow up in ignorance, not only, but without any moral restraint, without any moral instruction. Not only that, but in some homes they are treated with neglect or with absolute—

Dr. Gillett: Contempt.

Mr. Proctor: Yes, sir, with contempt, and humiliated. Then there are homes where they are treated with a great deal of leniency. Humored in all their wants and wishes, which is equally injurious to the formation of a proper character. I think this is a subject which may well demand your attention, and if I had thought that the Convention would reach it, I would have taken time to reduce my thoughts to paper, and thus been prepared to present them in a more succinct and comprehensive form than I have done.

President: I am sure all the members of this Convention are very grateful to you for presenting this subject.

Mr. Gillespie asked: From your own information, what would be the effect of the establishment of these schools upon the State Institution?

Mr. Proctor: I expected greater decline in the attendance at our State Institution than has occurred. Some pupils have been lost, but not to the extent anticipated. That is my opinion, and I think it is the opinion of the Superintendent of our Institution. I think, too, that the favor with which the passage of such a law by the Legislature was regarded, has now in a measure faded out. I think we shall not have as many schools of that character as was contemplated at the start. I am aware that in saying what I have, I may incur the imputation from those who specially favor day schools of being a somewhat interested party in the matter, as these institutions are not specially under the charge of our Board, and the State Institution is.

Dr. Gilett: Do you not represent the State?

Mr. Proctor: I hope so.

Dr. Gillet: And you speak in the interest of the State?

Mr. Proctor: I try to; yes, sir. I feel in saying what I have, that I have spoken in the real interest of the State in this matter, and especially for the welfare of the unfortunate class which is contemplated in this discussion.

President: We will now have the pleasure of hearing from Prof. Dobyns, of this Institution, on the subject of the "Relations of Superior to Inferior Officers in the Institutions for the Deaf."

Mr. Dobyns: Mr. Chairman and members of the Conference—When I suggested this topic for discussion I did not have the remotest idea that I would be called upon to lead in that discussion. It would have been much better to have asked some man older in the office of superintendent than I to have performed this duty. But in all my experience I have not heard this subject discussed in a conference of principals and superintendents, but I have been impressed with the fact that it is a question that we should take under consideration.

We have all been taught in our moral philosophy that relations beget obligations, and when a man assumes the office of superintendent or principal of an institution he immediately becomes under obligation to all connected with that institution—and I lay down the law to those little deaf and dumb boys in the gallery to sit down and keep quiet while I speak. [Laughter.]

The question of the relation between the inferior (we should say subordinate) and the superior officer of an institution is one that superintendents and principals especially, I think, should consider carefully and seriously. While I have no case in mind of any superintendent or principal, I believe there have been failures among superintendents and principals because they did not take into consideration the relation that existed between them and their subordinate officers. I will illustrate that in this way: If I go, for instance, into a teacher's room and I pick up a book, "What book is this you are teaching? Why that won't do; put that thing away. I won't have any such teaching as that in this institution." Imagine, if you please, a scene like that in any department. Why, don't you see how bad that teacher or officer would feel? If I was that teacher, and the superintendent would approach me that way, I would think he thought I was a fool, and I would not feel very comfortable.

President Noyes: If he was not, the superintendent would be.

Prof. Dobyns: Yes, sir, that would be the logical conclusion. When we go into any department of our institutions, into the school-room or into the shop, we should go into that department with the feeling that the teacher or the foreman has an opinion, and that his or her opinion is entitled to consideration. I do not believe I have ever made a change in any department without first consulting that teacher or that foreman as to what he or she thought with regard to that special subject, whether I may have made a mental reservation or not that the change should be made. I may have been thoroughly convinced that it ought to have been made, but I am willing to give the opinion of that teacher or officer due consideration, and I may be convinced after consulting with that officer or teacher that I am in error, because, my brothers, as superintendents you and I are not infallible. You and I can make mistakes, as we have perhaps all discovered, and the very best, and the oldest and most experienced man, can learn things that are new. And I am impressed that we should all strive to make ourselves more and more acceptable to our subordinates; that that should be one great aim in our work. Because we want to succeed, we want our Institution to succeed. But do not understand me to say that any superintendent should go so far as to make himself popular at the expense of the interests of his institution. I must not be so considerate of the opinions of my teachers and my subordinate officers that I am willing to let the interests of my pupils suffer for fear of incurring the displeasure of one of my teachers or some officer, but we should endeavor to go right up to the question and face it in that way which will not only gain the respect of the teacher or officer, but shall protect the interests of the pupils and all who are concerned. Of all men, we should be gentle in manner and forcible in execution. I do not believe there is a teacher or an officer in any institution, if he or she has the right views with regard to any question, but would willingly submit if the superintendent or principal approaches the subject in the manner and in the spirit which I have described. Now I can say this: that in all my experience in this Institution, I do not believe any man could have had a more pleasant, harmonious and agreeable Board of Trustees than I have had. There have been many changes made in it since I have been here, but I have never yet had a Board of Trustees with which I was not satisfied, and as a general thing my Trustees are willing to do whatever I recommend. But sometimes they

have opposed me, and sometimes we have come out of the meeting of Trustees and Superintendent and things were right crossways from what I expected they would be when I went in. But considering the matter afterwards, and looking into it I would conclude that the Trustees were right and I was mistaken. The Trustees did it in the most pleasant manner, at the same time assuring me of their confidence in me. But the judgment and wisdom of five men combined is often surer and better than the wisdom and the *wishes* of any one superintendent. I simply want to impress upon the superintendents of the institutions for the deaf in the United States and Canada, that this question should be constantly kept before our minds—that is, the regard and the treatment of our subordinate officers. Treat them as gentlemen and ladies; treat them as men and women who know and understand their business in their own particular departments, as well as you and I understand our business generally over the Institution. I believe there will be fewer failures as unsuccessful superintendents; I believe there will be fewer difficulties; I believe there will be fewer heart-bleedings; I believe there will be more harmony; I believe there will be more delightful homes in our institutions; I believe there will be more happy people; I believe there will be better pupils; I believe there will be more successful teaching, and the administration of the affairs of the institutions for the deaf and dumb will be more harmonious and successful in every particular.

You and I have been teachers. If we have not we cannot "put yourself in his place." We cannot sympathize with them as a man who rules should sympathize with his subject. Let it go on record that we appreciate our positions and the positions of those under us. Let our subordinate officers feel that the best friend they have is the head of the institution—the man who knows their trials and tribulations, because he has been along that road. Let each one of us mend his way in this particular.

President: Gentlemen of the Conference, we have got a little over an hour, and I think this time can be wisely expended in discussing the various papers before us. It is now a quarter past eleven, and if you occupy until about half-past twelve, I think that will be time enough to conclude the ordinary business that will come before us. Let me urge you to come to the point and be as brief as possible, and give your attention to the very interesting papers now before you.

The first paper presented was "The Relation of Boards of Trustees to the Superintendents."

President Noyes: As this paper grew largely out of the peculiar relations of the three schools in the State which I represent, if it be in order, I will give you, in a few words, what I have to offer. In all of our schools there is growth. The Territorial Legislature of Minnesota, some five years before the school was started, located a school in Faribault for the deaf and dumb. Five years after, $1,500 was appropriated and set apart to start the school. Three years later, when I took charge of the Minnesota school, in 1866, it was then the Minnesota Institute for the Deaf and Dumb, and the Blind. From time to time, feeble-minded children were brought to our school for the deaf. Three different times, in my reports, I laid before our Board of Directors the importance of State provision for feeble-minded children, and in 1879, when a bill was before the Legislature reorganizing the State Insane Asylum, provision was made for feeble minded children and youth, specially for any found in our Insane Asylum. These feeble-minded children were to be intrusted to the Directors and Superintendent of the School for the Deaf and Dumb and the Blind, in Faribault, and funds were provided by the State for the support of an experimental school in that city. This was to be simply an experiment. But in the course of two or three years, the results of this experiment were so satisfactory, that a permanent department, or Institution for the feeble-minded was established, under the same board of directors as the School for the Deaf and the School for the Blind. This briefly indicates the growth of the State enterprise in Faribault, Minn., and the title grew also, till it read "Minnesota Institute for the Deaf and Dumb, and the Blind, and the School for Idiots and Imbeciles." This is a long title, and it takes both time and space in which to write it. While seeking for a brief title to cover all three of these schools, the directors were led to adopt the one which has elicited so much attention and caused so much criticism, viz: "Minnesota Institute for Defectives."

Dr. Gillett: Who was the Superintendent, for all that?

President Noyes: I did not get up that title, and I did not like it, but I could not suggest a better one, and as Superintendent I approved of it. My superintendency of the feeble-minded school covered the experimental school only. The title was adopted somewhat as follows: The Board of Trus-

tees—Mr. Mott, perhaps, more than any one else, he was Secretary and the only lawyer on the Board—wanted a short, specific and definite term. I think I might with propriety claim that I urged, from time to time, this short, definite term: "School for the Deaf;" "School for the Blind;" "School for the Feeble-minded." What was the result? A little more that a year ago, we wanted the laws governing the Institution abridged and put into definite form. Before the Legislature got together, Mr. Mott wrought out of the statutes an abridgment, which some of you have seen printed in the Companion. He asked me, and I told him emphatically that "School for the Deaf" was what I wanted; "School for the Blind" was what Supt. Dow wanted, and "School for the Feeble-minded," Dr. Rogers approved. All three were just as distinct and separate in their organization and management, as these here in the State of Mississippi. The only difference is this: We have in common a Board of Trustees and one Steward. The Board, in their corporate capacity, said, we want to change this title. They looked the dictionary through, talked the matter over thoroughly, and while we all did not like the term, we did not find any more definite or more proper term to use to cover the whole ground, than this one: 'Institute for Defectives." We adopted that as the title of three in one. Institute for Defectives, that is the title which the Board use when they draw money from the State Treasury. But in all my relations with the Board, and with the public, I simply represent the School for the Deaf.

Mr. Dobyns: There is no institution in that State for the deaf and dumb?

Mr. Noyes: School for the deaf.

Mr. Dobyns: There is, then, no institution for the deaf and dumb?

Mr. Noyes: No. It is called "The Minnesota Institute for Defectives," comprising the schools for the deaf, for the blind, and for the feeble-minded.

Dr. Gillett: How did your appropriation bill read last winter?

Mr. Noyes: "Minnesota Institute for Defectives."

Dr. Gillett: How much for the deaf and dumb?

Mr. Noyes: We have this year $90,000 for the three schools.

Dr. Gillett: How much for the deaf?

Mr. Noyes: It is all together. The board of trustees take this position: If a board of trustees is for any purpose, whatever, they can divide and expend the amounts allowed them by the Legislature. They ask the Legislature to give them so much. They say to me, "How much do you need this year for the deaf, and what will be the probable attendance next year?" I tell them what I think, and in a similar way they will fix on the sum they will need for the support of the three schools. They ask the Legislature to appropriate that sum, and heretofore they have done it, and I am happy to say we have always had a balance in the treasury. Sometimes it occurs that one school increases more than we expected. Sometimes they find they did not get quite enough, but they take it from one of the other schools, if it can be spared, and equalize it in that way; that is for any unexpected expense. The tornado has swept over Faribault since I left home, but it caused very little damage. The directors are prepared for emergencies. They are practical, good men. They do not say, "You must spend only $50 for books," but leave it for the superintendent to say how much. The Legislature wanted to make ten or twenty small different appropriations, but our board of trustees did not want appropriations that way. They preferred to divide it up themselves. The Legislature said: "These gentlemen have managed this Institute so that there has always been a balance in the treasury;" five thousand dollars reverted into the treasury last year unexpended, "and so long as they maintain this record the Legislature is willing to give them what they ask for."

Now, gentlemen, you need never address a communication to the School for Defectives in Minnesota, unless you want to draw on the treasury pretty largely. [Laughter.] When you address me, say School for the Deaf. Please write that, and not Institute for Defectives, nor School for the Blind, or Feeble-minded. We are just as distinct and separate in our organization and management as in any State here represented.

A member asked: How about the Steward and his duties?

Mr. Noyes: I make out my requisitions from day to day; they are left on the table in the morning and the Steward comes and takes them, and, according to the instructions of the board of trustees, he is expected to take those requisitions and fill them to the best of his ability, and fill them promptly. He goes to the School for the Blind in just

the same way. He takes these orders and buys the goods' and buys in such quantities as will best subserve the interests of the school and the State. He takes the orders of the three superintendents in this matter, and he is the only disbursing officer of the Institute. The subordinate officers are all nominated by the superintendent, subject to the approval of the board. When the board selects a steward they consult the superintendents in regard to the man.

Dr. E. M. Gallaudet: Has this steward any sort of administrative authority within the schools, or does he merely look after the purchasing outside?

Mr. Noyes: That is all. He attends to the purchasing of supplies when ordered by the superintendents, and collecting the bills and seeing that they are properly prepared for auditing.

Dr. E. M. Gallaudet: So that in the management of the several schools there is no divided authority?

Mr. Noyes: None whatever.

Dr. Peet: A separate steward for each institution?

Mr. Noyes: No, sir; one man living outside comes and gets the orders day by day and looks after the accounts, and each superintendent is to see that everything is received and accounted for, and vouchers for the same on hand.

Dr. Peet: And the institutions are as much separated in point of ground as if they were under different managements?

Mr. Noyes: The Institution for the Blind is about three-quarters of a mile away, and the other about a mile from the Deaf. The only thing in common is one board of trustees and one steward.

Now, just one thing more: A good man in the State of Illinois, who was formerly one of our directors, was a prominent member of the Legislature of that State. I called on him once upon a time. He received me very cordially, and said, "Tell those brethren of mine who compose the board of trustees in your State that the public will have them in everlasting remembrance if you will just keep that board supervising and directing that Institute, instead of having three boards to form a ring to get money out of the State treasury. That is a fact. We go to the Legislature and present our case and there is no combinations made with other boards, and we have always been

successful in receiving all we ever asked for, if there was any money in the treasury.

Mr. Dobyns: Will you object to a letter being addressed to you as Superintendent of the Deaf Department of the Institute for Defectives?

Mr. Noyes: I think you had better leave that off—say School for the Deaf.

Dr. E. M. Gallaudet: In Minnesota they do not seem to be afraid to do away with a bad thing, as they are in some parts of the country; when they find they have got a bad name they are ready to give it up and take another one.

Dr. Gillett: And take a worse one.

Dr. Gallaudet: I turn to Minnesota with a great admiration for the ease and flexibility with which she changes names for her principals. I suggest this name for the Minnesota Institute: "Minnesota Institution for Special Education," [Applause] comprising schools for the Deaf, schools for the blind, and schools for the feeble-minded. The Minnesota School for Special Education—that is better than School for Defectives.

Mr. Noyes: There is at least one defect in that. There is one department which we think that title would not cover; we have an increasing class of helpless idiots.

Dr. E. M. Gallaudet: That is certainly special education.

Mr. Noyes: No, sir—simple custodians, not pupils or students.

Dr. Gillett: Part of it is sufficient.

Mr. Noyes: These helpless children, often from the poor-house, are held in custody. They are not taught.

Dr. E. M. Gallaudet: They would not exist but for the schools.

Mr. Noyes: What are special schools? They pertain more to what is taught than to the class of persons taught.

Dr. E. M. Gallaudet: I desire to add one word of comment upon the most excellent paper which my good friend, Dr. Gillett, has presented, and which is now under discussion. I believe that the point cannot be too strongly emphasized that in the management of an institution, the board of direction and the executive management should be held closely to this distinction that one is legislative in its character, the other is executive.

When I was called to Washington as a boy of twenty, to take charge of the organization of the Institution for the Deaf and Dumb and Blind, as it then was in that city, I was brought into contact with a gentleman who had had wide experience in the management of public affairs. It was the Hon. Amos Kendall, whom we all know as a man holding high executive office in Washington for many years. He was a man possessed of very great administrative ability. He startled me by saying, "Young man, we have invited you to come here to manage this Institution. You are very young, but if you are the man we take you for, you are capable. Now, we are going to give you complete and absolute authority in every department of the Institution and hold you to full accountability. We shall sit one side and legislate; but we shall simply legislate. We shall sometimes ask the benefit of your advice and experience. We shall lay down for you the laws which will govern this Institution, and leave you to carry them out. If you are not capable of managing the Institution in all of its departments, we shall set you aside and take one who is." I was surprised. I was not familiar with that form of government. I said, "I hardly like to take all that responsibility on me." He said: "If you hesitate very much about it we shall not want you." "Very well," I said, "I accept the responsibility," and I broadened my shoulders as much as possible and set to work.

Of course I made a good many mistakes, and do not claim to have managed affairs in a way that is not subject to criticism, but I am certainly aware of this fact: that the possession of that large power was most conservatising in its effect, because the knowledge that I had that power made me careful—extremely careful—in the use of it on many occasions. And I can say, after thirty years, that there are powers distinctly included in what was placed on my shoulders, which I have never exercised nor been called upon to exercise, for the mere possession of them by the head of the Institution has been sufficient to make it unnecessary ever to exercise them. It was known that these powers existed, and could be exercised, and therefore the occasion for exercising them never arose. The harmony of management in our Institution at Washington is almost without a parallel, and I do not for a moment allow myself to think that that success has been due, even in any great degree, to any very distinguished administrative ability possessed by me. I think it is owing to having the power in the beginning, and the right

principle of management, and that any man with a fair amount of administrative ability, and backed up by that power, would, beginning as I did without any sort of administrative experience, at a very young age, grow up and fit himself for the duties and responsibilities that come upon him. And I desire to approve of that policy which Dr. Gillett's paper urged in the administrative management of institutions. The moment that a legislative body oversteps its lines and becomes part of the executive body, the element of disorder comes in. If the chief executive has not the full power, those under him put their heads together and plot against him, and say, "I don't believe he has the power to act in this or that case." There is the element of insubordination.

Mr. Jenkins: If the Conference will pardon me for a moment I wish to state that, although younger in experience, if not in years, than many of the members here, I am not so entirely ignorant of parliamentary rules as not to be aware that the gentleman who has been recognized by the Chair has the floor although the presiding officer may be actually speaking at the time. I believe, however, that asking permission to interject a question is not unparliamentary.

Dr. E. M. Gallaudet: Pardon me—I did not understand you to ask a question of me.

Mr. Jenkins: The question I wanted to ask was this: In reference to the nomenclature proper for the Institution or the group of schools over which our Chairman presides so ably—that is, in what you would call a school for special instruction—if the State should organize a school of technicology would that be grouped with the others under the head of special instruction?

Dr. E. M. Gallaudet: If that was the question, there are several schools in the State added, and I see no reason for keeping it out.

Mr. Jenkins: Now to the other question. I think the Principal or Superintendent is the most proper person to outline the work of administering the affairs of the Institution, irrespective of the comparative ability of himself and any other person. He is the one man whose interests are identical with the interests of the institution. If the teaching is defective the Principal is responsible; if the children are not properly taught, fed or clothed, it is the Principal upon whom the blame falls; he is the man whose personal interests and reputation depend upon the success-

ful management of the Institution, and that man is the one who, other things being equal, is to be entrusted with the management. The paper of Mr. Dobyns, it seems to me, might be considered in connection with that of Dr. Gillett. I think that a point which he brought out, the importance of treating with great respect every subordinate officer, should be strongly emphasized. The first sentence of the soldiers' "Blue Bible," the army regulations, opening the chapter which treats of discipline, commences this way: "Courtesy among military men is indispensable to discipline." And courtesy among the officers and employes of a school is no less essential than among military men in the conduct of military affairs. I regret that the time for discussion is so limited, and hope we shall hear from as many as possible.

Hon. S. R. Capps, of Illinois: I dislike, ladies and gentlemen, at this late hour to take up your time even for a few moments, but I feel a great degree of interest in the matter to which your attention has been called by Dr. Gillett—the relation of trustees and superintendents to the institutions which they represent. I have been for fifteen years, I believe it is, one of the Board of Trustees of the Illinois Institution for the Education of Deaf Mutes.

President Noyes: That is one reason why that Institution has been so successful—they kept you so long.

Mr. Capps: Their success did not begin with me. The act of the Legislature authorizing the appointment of our Board of Trustees provides that all the State institutions, whether they be reformatory, educational or benevolent, shall be under the control of a board of three persons, one of whom shall reside in the place where the institution is located, and the other two must reside in other parts of the State. None of these trustees can receive any compensation except actual expenses from the place of meeting to the institution, which are paid by the State. The law also provides that no trustee can enter into a contract with the institution which he represents for the sale of supplies; so that all opportunity for jobbery is taken from him; in fact, for him to do so is a criminal offence punishable by fine and imprisonment. The Board meets four times a year, and the specific duties thereof are specified by legislative act, as are the times of meeting. First we are required to examine and inspect the institution itself, some of our Board usually spending about half a day in that work. We go through the school rooms, and through the cottages, and through the sleeping apartments; we inspect the barns

and stock-yards, the gymnasium, the hospital, the store-room, the kitchen and dining-room. After dinner we take up for examination the accounts for the current quarter, the quarter just closed. These accounts are numerous, but, as Dr. Gillett has said in his remarks, most of our supplies are bought by contract from the lowest bidder, and hence the examination of the bills is simply to see that the prices are in accordance with the contract rates, and to see that the supplies have actually been received. If any of the bills are unusual, or such that the Superintendent might have any connection with them, for the sake of both him and ourselves, they are more critically examined. The President of our Board approves them, and we make a careful comparison between the report of our treasurer, who is outside of the Institution, and the report of the Superintendent. We ascertain whether the cash balance is the same. We ascertain the indebtedness, both at the beginning and at the end of the quarter, and such other general information as may be suggested.

From this it would seem that the duties of the Board are simply of a supervisory character; we do not undertake, and we are not expected to undertake the detail management of the affairs of the Institution in any of its departments. We delegate all this work to the Superintendent, who is by law as well as by name the executive officer of the Board. He is, as has been said, responsible to the Board for the performance of his duties, and if he should be deficient therein of course the Board would have the remedy to apply. Reference has been made to the remarks of Hon. Mr. Mott, of Wisconsin, as expressed in a Convention of Charities and Corrections at Omaha, Nebraska. He takes a different view of the subject. He seems to think it unlawful and improper to delegate to the Superintendent the financial affairs, the purchasing of supplies, the handling of the funds of the Institution. Mr. Mott admits that in the management of the school, in the employment of teachers, and in the adoption of the methods of instruction that the Superintendent should be unrestricted. I do not see the ground of the distinction which he makes between the financial and other departments. It seems to me that the authority of the Board of Trustees is just as great and as complete in the educational department and in the workshop, as it is in the administration of the financial affairs, and if this authority may not be delegated in the one case, how can it be delegated in the other, and the logical result of the

process of reasoning is that the office of Superintendent is reduced almost to an unimportant quantity. But on the other hand, if it is conceded, as Mr. Mott does concede, that the good of the Institution requires that the Superintendent shall have full liberty in the school-room and everywhere else, why may we not equally trust the Superintendent in the management of the Institution funds, especially if he be placed under the proper bond to indemnify the Institution against defalcation or anything that is wrong. But suppose that Mr. Mott's position is tenable and right--suppose we relieve the Superintendent from all care in the purchase of supplies, and that that work is taken from him, to whom will we delegate that matter? Will one of the members of the Board take charge of the business? It seems to me that that would be improper. There would be serious objections to such a course. It seems to me that it would not be well for the Board to impose that responsibility on any one of its members, and in fact it would place him in a position in which his motives could well be impugned and censured. If that be not the better plan or policy, then of course some one outside of the Board must be employed as a fiscal agent. Of course we might employ some one who is not the Superintendent. I do not believe this is in accordance with Mr. Mott's plan, but it would seem to be the only other idea. This would bring before us a very serious objection indeed. It would result in a division of the executive authority of the Institution, placing it in two hands instead of one. I think it is the experience of all schools that this has never worked well. Some institutions have a Steward as well as a Superintendent and their duties are distinct; it almost always works badly. And then there is an objection on the point of economy. Why should we employ two men to do the work which one man can do, and which I think one man can do better than two? Looking at the policy which obtains in our Illinois Institution and in all the Institutions of our State, so far as its wisdom and good results are concerned, I think I can safely say that it has worked well. It has not been true that this method has brought about any want of harmony, or any disagreement between the Superintendent or Principal and the members of his Board. I do not think within the fifteen years in which I have been connected with the Institution there has ever been any jarring or any misunderstanding even between the Principal and any member of the Board.

Mr. Jenkins: Is your Treasurer a member of the Board?

Mr. Capps: The Treasurer is not a member of the Board, has no connection with it.

Mr. Jenkins: Is he independent of the Board?

Mr. Capps: Yes, sir, the Treasurer of our Institution is a member of one of the banking houses of the city.

Mr. Brown, of Pittsburg: Does the supervision of your financial department in any way interfere with the discharge of any other duties?

Mr. Capps: In reference to that point, it seems to me if in our community Dr. Gillett is ever criticised, it is on the point of being a little too exacting, and the general impression is that in purchasing supplies and material he succeeds in getting prices a little lower than the lowest. I do not think the Institution is suffering from the present plan of procedure. I think I need not say to you that our Institution is prospering. It has grown, not as the result of the action of our Board as the President would intimate, but as the result of the exceeding efficiency and ability of our Superintendent. It has grown from a small Institution until it is the largest in the world. [Cheers]. And while it is the largest in the world it is one of the best. I will not go into any comparison here this morning, because I recognize the fact that in this country we have a number of Institutions which reflect great credit indeed upon the management, but I do not believe that the Illinois Institution would suffer by comparison with them.

Mr. Dobyns: We all know that it is at the top.

President Noys: We all know now why his (pointing to Dr. Gillett) shadow don't grow less; he gets what money he needs, because his Trustees are behind him.

Mr. Capps: Our Superintendent is unrestricted, his authority is undivided, and we think that this fact, in some degree accounts for the prosperity of the Institution.

Mr. Nelson: I did not intend this morning to take part in the discussion, but acted on the principle that silence gives consent. After listening this morning to the able discussions of the various members upon the relations existing between the board of directors and the principal, I cannot help but get up and say that I agree with them thoroughly in regard to what they have said, and I think if the different institutions had more Kendalls upon their boards of trustees there would be less trouble. I might

say for our own little institution, situated in the central part of New York, that our board is composed of Kendalls and consequently I have very little trouble in getting along.

Mr. Gass: I represent an institution which in its thirty-five years of existence has passed through several forms of administration and government. It started out with a purchasing agent, and after thirty years of experience it has come to adopt this very form which has been discussed here this morning. [Applause.] And I might safely say that it has never existed under an organization that has given any better satisfaction and has worked more harmoniously than during the past five years.

President Noyes: This is a topic that interests boards of trustees, and we have present with us one of the trustees of this Institution, the Rev. Dr. John Hunter. We know he is a large-hearted man from the Institution he represents and from his presence.

Dr. Hunter said: I am here to listen and to learn, and also, in company with a great many others, to welcome to our midst these gentlemen who are here from a distance. You are engaged in a great work—in a necessary work; one in which I am happy to see you feel deeply interested; and you are bringing the education of those who are committed to your charge to a wonderful degree of perfection, and, therefore, you deserve all the credit that you receive, and more too. I have been connected with the benevolent institutions of this State for perhaps a quarter of a century. I have been connected, I believe, with this Institution as trustee for about ten or twelve years, and as the Superintendent said this morning in your presence, there has never been anything but harmony between the Superintendent and the Trustees of this Institution. The Superintendent, however, is not sovereign. The board keeps him rather under their control in many respects, and especially with reference to the funds. In fact, in all the institutions I have ever been connected with the board always had the management of the funds and the board is responsible for the funds. The treasurer of our board is the Treasurer of the State. The board could draw all the funds at one time that are appropriated to the Institution for the year. We have monthly meetings, usually, at which all bills come in for the review of the board, and of course we repose a great deal of confidence in the Superintendent. We ask him if he has examined these bills, which he always has. There is this, however—we make

the Superintendent responsible for the character of the teaching done in the Institution. If there is any defective teaching in the Institution we hold him responsible for it. It is for him to see that the teachers are competent, and if they are not it is his duty to report it to the board and leave the responsibility with them. I am not sure that I caught the idea exactly of the amount of power that the superintendents have in some of these institutions. I do not know that I gathered the correct idea from the gentleman who last spoke. As to the Superintendent of the Illinois Institution having the funds and everything else under his control, that sovereign situation. Of course, I do not object to that, yet it is not necessarily the best way. There may be a better way; there may be as good a way. You know we are all weak creatures, and a great deal of power placed in the hands of one man may oftentimes be abused; we all know that. I suppose we all read newspapers and see instances from time to time.

Well, I suppose I have said as much as I ought to say, because, as I say again, I am here to learn. I am deeply interested in the education of the defective, as well as those who are said not to be defective, though we are all defective. But I am deeply interested in the education of the defective of our own State, and, therefore, all the knowledge which I am able to glean from you I shall readily appropriate and thank you for it. I am much obliged to you, sir, for calling on me to say a few words. I wish to say that I welcome you here to our midst. I have lived here thirty years on the first of next month, and I suppose I may be called one of the old citizens of this place, and I sometimes hold myself forth as a specimen that this is not an unhealthy climate.

President Noyes: We thank you for your presence and for your words.

Mr. Dobyns said to the Conference that Dr. Hunter had been absent from the city necessarily until this morning.

Dr. Brown, of Western Pennsylvania: As I have had some experience in regard to day-schools, my good friend Dr. Gillett insists that I should say something upon the subject.

The first day-school in the country was established in the city of Pittsburg, Pennsylvania, on the first Monday of September, 1869, some two or three months previous to the opening of the day-school in Boston.

President Noyes: But your Institution has grown out of a day-school.

Dr. Brown: Yes, sir, I am glad to say that it has. We were not aware that the experiment had ever been made, and did not know that the friends of the deaf in Boston had such a measure in contemplation. In fact, we thought we had found out something new under the sun. Like our good friend from Wisconsin, we imagined that we had something that would answer all the purposes of deaf-mute education, that was extremely economical, that would do away with these large and expensive institutions, and that much would be gained by the children boarding at home. All the objections that have been mentioned gradually occurred to us. It is not necessary to repeat them. We were very soon confronted, however, with one that has not been mentioned. It is a very serious one. We failed to secure regular attendance. The children, owing to one cause or another, were frequently absent. It required no little time and trouble to hunt them up and get them back to school. We found that to make the school a success, we must rent a house, secure a good woman to take care of it, and board the majority of our pupils; and before we knew it we had a very small institution on the cottage plan.

I attended the Convention in 1870, which met in Indianapolis, to obtain information. I knew very little about deaf mute education then; I cannot say that I know a great deal now. Dr. Thomas Gallaudet was there, and one evening we had a talk on the subject of our day-school. He stated some of the objections that have been mentioned, but remarked for my comfort, that half a loaf was better than no bread. It seemed to me then that this was a rather low estimate of our effort. I now believe the Doctor overestimated the value of the day-school. A day-school, in the very nature of things, is not, and what is more, can never be to these unfortunate children, half what a properly equipped and well managed institution is to them. Instead of being half, it will not prove to be much more than the tenth of a loaf.

Although our day-school, after seven years existence, became a regular institution, I desire to say, that for my past advocacy of day-schools as a sufficient means of instruction for deaf mutes, I have been on the stool of repentance for about fifteen years. [Laughter.] I very soon discovered that the general adoption of the day-school idea was likely to do more harm than good to the cause of deaf mute instruction. Some members of the Legislature be-

came enthusiastic over the idea, and it was necessary for me to go to the State Capital and use all the influence I had to prevent the establishment of day-schools in almost every small town in Pennsylvania. The trouble is that there are dissatisfied young men who have failed to obtain situations as teachers, or who have been dropped from that position in the regular institutions, going around the country ready to settle in any little community where a few deaf mute children can be found, and start a day-school. To them it is the easiest way to obtain a living, but in my judgment, it will prove very detrimental to the advancement of their unfortunate pupils. Had we in Pennsylvania such a law as they have in Wisconsin, we would, in a very short time, have a dozen or more of these day-schools in our State, reducing the attendance, diminishing the resources, and impairing the efficiency of the existing institutions.

There is another thing that should not be overlooked, and that is the power of a well ordered institution in developing the character and forming the habits of the pupils. I believe that in nine cases out of ten, the influence of the institution is better than that of their homes. [Applause.] We must always bear in mind that very little can be done for them in their homes. All that is defective and irregular in the family will influence them, while the better side of the home will not. I can say, looking back over nearly twenty years, that our pupils are generally in advance of their hearing and speaking brothers and sisters, reared in the families from which they came. In every instance that has fallen under my observation, they are, in refinement and culture, above their hearing and speaking brothers and sisters born in the same house and reared under the same home influences. I am not undervaluing the home; I am not unmindful of the fact that the family is the God-given institution constituted amid the bowers of Paradise, the chief corner-stone of human society, the foundation of both church and State. But there are families and homes, just as there are individuals, which do not subserve the purpose of their existence. In the case of these children, by reason of their infirmity, they are not accessible to the ordinary influences of the home. And all I claim for our institutions, in this abnormal state of things, is that they have superior facilities for reaching and influencing these children. That the institution for six or eight years takes the place of the home, and does more and better for them than their own parents or friends could do.

As to the management of affairs of an institution, I have not the large experience of many of the members of this Convention.

A Member: But you can speak from the inside to the outside.

Dr. Brown: In regard to this I think there is but one common-sense method. It is the method prevailing in the business world. I have a young friend who is in charge of a vast manufacturing concern, in the city of Pittsburg, with more than a million of dollars capital, with a business which amounts to over a million a year, and employing about one thousand men. He does not, and he could not even if he should attempt it, attend to all the details of the vast business committed to his hands. He can and does attend to the results. He commits the details of the business to his subordinates, and if the results are satisfactory he does not inquire as to the methods. If they are not, matters are investigated, and the details in that department scrutinized. The Trustees are the power that gives the authority, and, as has been said, their powers are legislative. They generally represent the State, and are responsible to the State for the successful management of the Institution; or, as is the case in the school with which I am connected, they represent the contributors in conjunction with the State. They appoint the Principal or Superintendent, and he is responsible to them for the results. With us he has charge of the ordinary expenditures, with this limitation: Every month he makes a statement as to the necessities of the Institution. This is examined and discussed by the Executive Committee. The needed expenditures are authorized by the Committee, but he spends the money. The Principal or Superintendent should not undertake to manage all the details of the Institution under his care. He should have persons under him whom he can trust to bring about the desired results, and it is his duty to see that these results are secured.

I think it was a good thing for Dr. Gallaudet, when he first went to Washington, that he was placed in the responsible position of which he has spoken. To that fact we are indebted, no doubt to a large extent, for what he has done for the cause of deaf-mute education. When a small boy I was taught to swim by a somewhat heroic method. I was taken to the river, stripped, and thrown into the water, and told that I must swim or drown. It is wonderful how that developed my energy.

Rev. Thomas Gallaudet: I am sure none of us regret the

formation of the day-school at Pittsburg; if I had any hand in it I would be very glad to tell you so. That day school has grown up into the Western Pennsylvania Institution. On general principles, however, I am in harmony with what has been said.

Dr. Gillett: If all the pupils who pass through our institutions were to reach the college, all that he urged is most emphatically true. However, the fact is that three-quarters of the pupils with whom we have to deal never reach the college. The course of study that must be provided for those who reach the college must be the same as for those who do not. There are certain disciplinary and mental trainings, that grow out of particular studies, that are quite as important for those who never will reach the college as for those who do, and this training they ought to have, and such has been our practice. I recognize the description that Dr. Gallaudet gave of a certain individual. This has been a very serious question with me for years, and it has been a subject of very close discussion between me and some of my teachers, and in our teachers' meetings, as to what would be the best for us to do to secure the best general average for the largest number. Now, I am graduating twelve pupils this year. I suppose not more than one, possibly two, of those twelve will reach college. Now shall I direct the instruction and education of the twelve with reference to the two, or shall I direct the instruction with reference to the ten others as well? It is true that we have passed through our Institution pupils who passed good examinations, and subsequently, a year or two afterwards, failed to pass good examinations upon the same studies at the college for entry there. These examinations have not all been made by the teachers who instructed them. I have taken some of the examination papers put before the student at college, and while the pupils were fresh in those studies they would pass a very good examination, but having left those and gone further and were not fresh in them, of course they did not pass the examination, and I would not hesitate to say that students of the college immediately after their graduation would fail to pass examination on these subjects—not because they were deficient, but because they were rusty.

Dr. Gallaudet: I think Dr. Gillett a little misunderstands the drift of my remarks as relating to this general idea of thoroughness in primary instruction.

Dr. Gillett: I do not differ with you about that.

Dr. E. M. Gallaudet: I do not want to be understood at

all as saying that I think the whole course of study in the primary departments should be so arranged as to lead directly to the college. I think it ought to be arranged for the good of the whole. But when pupils come to the last year, and it is known that one, or two, or three who are beginning that last year want to go to college, you then should require them to give time to the studies that will be needed in entering college, and give them a review in the studies which they may have studied the preceding year, and which they will need in examination. I cannot see why it was necessary last year that one of my friend's pupils should study algebra, which was not required for admission into college, or that he could not have managed in some one of his many classes to give her a thorough review in arithmetic, which she had studied the previous year, but which she did not have the year when she was preparing to come to college. She was obliged to pass several months in the study of algebra, which she did not need in college, and she did not review her arithmetic, in which she had to be examined. I think these things can be remedied, especially in the large institutions, by allowing a pupil preparing for college to have the benefit of more than one teacher. Let the pupil pass from one teacher to the other so that he may be thoroughly grounded in the studies which he will need for entrance into college.

Mr. Williams: May I ask one question of Dr. Gallaudet? Was the failure in the case you speak of in regard to principles or in regard to technical terms, definitions and rules?

Dr. Gallaudet: In the particular case of which I spoke, it is a little difficult for me to answer. There was a general failure in that study to come up to the average which would make it appear that that study was not understood. Whether it grew out of a lack of memory of a study pursued some time past, or whether there had never been a thorough grasp of the principles I am not able to say.

Dr. Gillett: In regard to the technicalities this individual would have no difficulty at all. She did not have a mathematical mind.

Mr. Williams: It was not then in regard to definitions, rules, etc., for sometimes in examinations there is this difficulty—that a large part of the examination is given to definitions and to technical terms, etc. Now, for instance, take the matter of arithmetic. As Dr. Gillett says, a very

small part of our pupils will ever reach college, and the training school has to be suited to the greater number of the pupils. Now, what they want is a practical knowledge of arithmetic. Definitions are of little value to them; rules are of little value to them. If they have a practical knowledge of arithmetic so that they can take an example and reason it out, showing that they understand the principles thoroughly and clearly from first to last, I don't care whether they can give a definition or not.

Dr. E. M. Gallaudet: That is the kind of training we want for college, exactly. If they have that they can easily supplement a few things if they have the principles.

Mr. Williams: I place very little importance on the technicalities if they understand the principles.

Dr. Peet: It seems to me that it would be a very desirable thing to have it understood what we expect of our better pupils when they graduate. I cannot conceive of a class, every member of which should be able to pass the examination required for admission into the college, so that the diploma of the institutions from which he graduates, given upon that standard, should be equivalent to a certificate that the recipient is fitted to enter the college. Then, so far as the pupil is concerned, the fact that he is admitted into the college will not enable him to look down upon his fellows and say, "This is because I am a better scholar than you," and it would be gratifying for his former class-mates to feel that nothing stood in the way of their admission into the college if they desired and felt pecuniarily able to go there. In this way, the influence of the College upon the institutions, and of the institutions upon the College, would be mutually beneficial.

Dr. Gillett: As I understand it, that is not the question, but the question is whether those who are not going to the College shall be denied a certain mental discipline that can be obtained through certain studies that they will not be examined upon at College; for instance, algebra. Shall I refuse and deny to ten who do not expect to attend college this discipline growing out of the study of algebra because of the two who are going?

Dr. Peet: No, sir, I should say study algebra. But algebra includes arithmetic. I should think that any person who understands algebra must understand arithmetic. I do not see how any person could get through algebra without thereby coming to an understanding of the princi-

ples of arithmetic. You can learn all the rules of arithmetic better through algebra than you can any other way. I think in the culmination we ought to have a certain standard that we shall bring up our pupils to, and that standard ought to be at least as high as that demanded for the admission of students at Washington. Beyond this I would give them as much more as I could. I am endeavoring, in the State of New York, to bring our highest class up to the academical requirements in the best schools in New York State. We have a body called the Regents of the University, and they give a certificate to all students who come up to a certain standard, and they also give a certain donation of money to all schools of whose students a certain proportion can pass this Regent's examination. I propose that my pupils shall receive these certificates. There is very little difference between the examination for this certificate and that required for admission into the College at Washington. I merely make this suggestion, that we establish a certain standard that we must come up to, and go as far beyond it as we can within the time allotted to us.

Dr. Gillett: Do not pupils sometimes attend your school for 15 or 16 years?

Dr. Peet: The pupils who remain 15 or 16 years are our stupidest pupils.

Mr. Moses: It struck me that we might gather from Dr. Gallaudet's remarks before this Conference the idea, which I am glad to have Mr. Brown put in words for me, if a man has to swim, make him swim. If he has to learn to manage the great National College, put him in the management of that College. If he has to learn to read, and I think Dr. Bell gave you the idea, put him to reading. Now I think Dr. Gallaudet is driving at an idea that is good—that will be helpful to us all. But to condemn entirely the study of algebra and set it aside for pupils only who will go to college, as Dr. Gillet suggested, would interfere with some schools very much. In Tennessee we cannot keep our pupils long enough to teach them algebra generally. We have not the teachers, the class-rooms nor the money. I have sometimes found out in my experience that a little insight into algebra opens up a field of knowledge of numbers to a person that he never dreamed of before. I have had classmates studying arithmetic who, after going through equations in algebra, went back to arithmetic with new minds almost. I have seen deaf mutes

and speaking persons start anew on the study of arithmetic after studying algebra. My own daughter began the study of algebra a short time ago and she now tells me she enjoys the study of arithmetic very much better. If you have a class that wants to study algebra, let them study it—it will help them.

There is one point I would like to see discussed this morning by these older gentlemen, suggested by the Superintendent of this school—that is, the relations of principals and superintendents to the other officers of an institution. This question of our relations to our subordinate officers is a most important one. That is where the trouble comes every time. A good Board of Trustees will sit down and reason with us on matters of internal management, but I hardly think that it is a practical question with us (though one of great interest) to discuss the relations of Boards of Trustees, which are fixed by law in each State. It seems to me that the experience of these gray-haired men would be worth very much to us young men on the subject of the relations and duties of superintendents to their subordinates. There is much for us young men to know and we would like to hear from you on that subject.

Dr. Gallaudet: Certainly; if you have time for a little algebra to broaden up arithmetic, good, it will help you; but be sure to have the arithmetic.

Mr. Jenkins: I wish to express my approval of a point made by Mr. Williams, in what he said in regard to the importance of principles and the unimportance of technical terms. Many of our text books are crammed full of the dry leaves of the tree of knowledge which our pupils are expected to learn and inwardly digest, to their great and endless benefit. That is a humbug. I have an arithmetic which I think has eight distinct rules on the subject of percentage. I am happy to say that I do not remember, nor ever did remember, a single rule on that subject. The principle on which all these rules are based, if clearly understood, may be applied without any rules. A great many geographies are full of dry details and terms imperfectly understood by the pupils. Let us drop that kind of teaching and make our lessons not a list of names, but a picture of beautiful and important things. And I wish to express personally to a lady here present, Miss Barton, the author of the Language Lessons in Arithmetic, I wish to express our indebtedness to her for bringing out the idea so strongly that it is a principle to be intelligently applied—not a rule to be slavishly followed, which we

must teach our pupils to look for in that study. [Applause.]

President: There are two or three other papers that have not been under review yet. If there is nothing further to be said on this question with reference to the primary course of instruction, the next paper is before you. It treats of the legal relations of deaf mutes to the hearing community, and was ably presented by Dr. Peet, of New York. I am very glad Dr. Peet presented this. I have had a case very similar to this in Minnesota. A young Frenchman ran away from his home in Quebec. He soon got into trouble and I found him locked up in St. Paul. I was called in as an expert, and the first thing to be done was to decide before the court whether he knew there was a God and could take an oath. He had been in a French school for a little while and had some idea of the French language. I had quite a little task to satisfy the court whether or not this young man had any knowledge of a God. Others were called in to make it appear that he did not know there was a God, and the court appealed to me as an expert, and before the whole court I simply made the sign for God and he spelled it out "Dieu" before the court. I satisfied the judge that he was as competent to give testimony as the ordinary Irishman working in the streets. It is sometimes important for us to show these things to the community, and to justices in our courts, setting forth facts as Dr. Peet has done in his able paper.

Dr. E. M. Gallaudet: There seems to be a moment for a word of explanation which I desire to make in reference to Dr. Hunter's remark about not understanding this very large power, this unlimited authority. I do not wish to be understood as saying anything further than this: This power is derived from the Board of Trustees and Directors; that in giving this authority they make it very large; they give him full authority and they hold him absolutely responsible. And he is very closely accountable to the Board for every act. There is not the slightest thing like irresponsible authority, though his authority is so large that he is the absolute controller and director of the institution.

Dr. Hunter: I had more reference to the expenditure of the funds of the institution and as to purchasing.

Dr. Gallaudet: Of course in different institutions that is different perhaps. Now to speak of the Institution which it has been my duty to direct for many years; in that I was originally disbursing agent of the institution and was au-

thorized to make purchases and was under bond in a large amount for the accountability for the funds. My accounts were all inspected by the board, and audited by the auditing officers of the board. They were under the control and direction of the board, and if any vouchers were thrown out I would suffer the loss.

Dr. Hunter: You had to draw from the Treasury?

Dr. Gallaudet: Yes, sir, with the approval of the board.

Dr. Hunter: That is satisfactory, sir.

Dr. Gallaudet: The ultimate control is in the hands of the board.

President: Anything further concerning the legal relation of deaf mutes to the hearing community? I am very glad the Trustees have taken this stand instead of the Superintendents, and we are very much indebted to these gentlemen for the views they have expressed concerning these day-schools from their own standpoint. Is there anything to be said further on this subject?

Dr. Hunter: I don't know that it ever occurred to any man of intelligence that a day-school was best for the deaf, or the blind, or any pupils as sparse in the country as they are supposed to be. Why do we send off any of our children—is it not for improvement?

President Noyes: Certainly.

Dr. Hunter: Why do we send off boys to college—is it not for improvement?

President Noyes: Discipline and improvement, unquestionably.

Dr. Hunter: Is it not to receive discipline different from what they have received at home. Is it not the case, as was well said by the gentleman who spoke, a trustee from the Wisconsin institution, that there is a higher tone of morals at the public institutions than there is in ninety-nine hundredths of the homes?

Dr. Gillett: And this is generally very necessary.

Dr. Hunter: As I was going on to say, the schools for the deaf are on a level with the best homes from which the pupils come. [Applause.] And their improvement is immense and one of the parts of their education, not simply reading, writing and arithmetic, one of the parts of the education that the deaf receive at the schools, is that improvement in manners and morals as well as in learning. [Applause.]

Mr. Swiler: Mr. President, I want to say but a word in

this connection, and it is this: Superintendents and Principals of this Conference find nothing in the work in which they are engaged which brings greater encouragement and satisfaction than such words of commendation as come from the Hon. L. A. Proctor, of Wisconsin, [applause] from the Hon. S. R. Capps, of Illinois, [applause] and from the Rev. Dr. Hunter, of Mississippi. Cries of hear! hear!! There are in the lives and experiences of Superintendents and Principals of Institutions for the deaf and dumb enough of discouragement, that we all know, and I but voice the sentiments of our brethren here when I say we greatly appreciate the words of commendation and praise from these higher sources of authority. [Applause.]

Dr. Gillett: I shall not take long. I have talked too much in this Convention already; but there is one thought in this connection which I think we should consider. The building up of these day-schools saps the life out of your Institutions. As you increase the number of pupils at your Institutions you increase the possibility, I might say practicability, of adding more and more departments, and you can carry out in your several departments a programme with a large number of pupils which you would not be able to carry out with a smaller number.

Reference has been made here to the public sentiment in reference to the per capita cost. Now, in an institution of twenty-five pupils you cannot have an efficient literary department and an efficient articulation department, and an efficient industrial department. For in your twenty-five pupils in the matter of industrial education you will have some who will make good practical carpenters but who will not make good cabinet makers; some who will never make good shoemakers, and some who will make good shoemakers who will have no aptitude for farming. You cannot organize the various departments into a small number of pupils. You cannot organize an art department for your twenty-five pupils for you will only find two or three who can be put together for art instruction. Nor can you add an effective gymnasium. So as you increase the number of pupils you will increase your advantages to accomplish what you cannot do with a small number. Give the people more knowledge of your Institution and they will be more willing to support it. I pause here because I want to call your attention specially to this fact, that the public are more willing to give a large sum of money for a good thing than they are to give a small sum of money for a poor thing. What is the limit as to numbers—the best number of

pupils—I do not know. I used to think that two hundred scholars—I was taught by Mr. McIntyre that about two hundred was the proper number. I thought Dr. McIntyre was infallible. When my Institution grew to two hundred I thought there might be an enlargement, and then I concluded that about two hundred and fifty was the right number; when we reached that I thought the matter over again, and then concluded that the golden number was about three hundred and twenty, and I made that announcement in one of our conventions in Indianapolis. When we reached three hundred and twenty I found we had not reached the best number then, and found I could take good care of four hundred. Since that we have been marching on, have passed five hundred, and I now think the millenium will come when we get about a thousand. [Laughter.]

Gentlemen, the question will often come up as to the practicability of conducting so large an institution. I will tell you that your large institution, efficiently organized, with the facilities for conducting a large institution that you ought to have, is not near as difficult to carry on as your small ones with inefficient facilities. In my experience I never had less trouble in the management of the Institution than now, and I began with twenty-two pupils, and have seen them grow from that to five hundred and more, as on our enrollment now. I had more trouble with seventy-five, one hundred and twenty and two hundred and fifty, with the facilities I then had for taking care of them, than I would now with six hundred with our present facilities.

Dr. Brown: With regard to day schools, I supposed, when I spoke before, that several subjects were under consideration, and that we could select the points we thought proper. There is one argument I would suggest to our friend from Wisconsin, as it may be of use when this question comes before the Legislature again. That is, you can have no industrial training in them; and this is of as much importance in the instruction of the deaf and dumb as the intellectual department. [Applause.] That is the result of my observation and experience. I do not know what Dr. Gillett and other gentlemen may have observed. We have boys in our school who will make good carpenters, or cabinet-makers or shoemakers, but they will never learn to use the English language correctly.

President Noyes: You have a good moral tone which gives character to the pupils who graduate from our State

Institutions. Don't you think, as an observer, that the results that have been attained in that line come more from the conduct of the Institution, and the management of it, outside the school than inside?

Dr. Brown: Yes, sir; that is, in the Institution outside of the school room. Where matters are rightly conducted there is an influence telling upon the character and habits of our pupils for good. In the hospital, in the dining-room, in the work-shop, on the play-ground, and, in fact, wherever and whenever they are brought into contact with the officers or those having them in charge. In all its departments an Institution should have that high moral tone that will send a stream of pure and noble influence through the lives of the unfortunate children committed to its care.

President Noyes: Now, the last paper is the Relations of Superior to Inferior Officers, which was introduced by Prof. Dobyns.

Mr. Moses: I am like the gentleman; I thought all the papers were before us when I asked that question.

Mr. Clark, of Little Rock, Ark.; Dr. Gillett is a very grand man—

Dr. Gillett: Yes, sir.

Mr. Clark: But I came here to learn—

Mr. Noyes: So did I—

Mr. Clark: On the simple statement that we should aim to instruct our pupils and judge them by what they do and not by our personal feelings toward them. On that simple statement I should like to hear Dr. Gillett on that subject.

President: I want your views on the subject of the relations of Superior to Inferior Officers in Institutions.

Dr. Gillett: We have no inferior officers. [Laughter].

Mr. Clarke: I said associates.

Dr. Gillett: We have officers—of course there must be some subordinate officers—but as far as superiority and inferiority are concerned, we have none. There are teachers in our Institution who are better teachers than I am. I horrified the Principal of a school in London some years ago when I made that statement. She said, "do you mean to state that you have teachers who are better teachers than you are?" I said, "certainly, they have as thorough education as I, and have more school-room experience and ought to know as much about teaching as I do, and they do; and I thus respect them; that, though, does not conflict with

the management of the Institution. They are entitled to as much respect in their sphere as the Superintendent is in his." I have had for twenty-five years and more one clerk; in thirty-two years I have had but two matrons. I lay down this broad principle, when we take a person into an Institution we take him to enter upon a life-work; the practice of having terms of office to expire once in ten years, or in two years, is all wrong; when a teacher is put into a position, or a matron, or any other officer, the understanding should be that she or he is in for life, if he discharge his duties faithfully. At the expiration of a term of office, having an election to transpire I think has pernicious results.

President Noyes: Is that in keeping with the appointments in the State and in the nation?

Dr. Gillett: It is in keeping with many of them, with the pastorates of many of our churches; and in domestic life.

Mr. Moses: And in business life.

Mr. Terrell: You are a Methodist?

Dr. Gillett: Yes, sir.

Dr. E. M. Gallaudet: That is not in the Methodist church.

Dr. Gillett: Yes, sir, but the Methodist church is susceptible of great improvement. But the pastorate of a Methodist church never terminates. In that church a pastor is never without work, and a church is never without a pastor. It always has a church for every pastor, and a pastor for every church. There is good Methodist principle in that.

As to the relations between Superintendents and their officers, I have only to say, there ought to be the same harmony between them as there is between brothers and sisters.

Dr. Hunter: I would like to inquire upon that very subject of the term of office. Are there any Superintendents belonging to this Conference who are supposed to be in office for life?

Mr. Noyes: Or during the term of good behavior?

Dr. Hunter: Of course I meant that.

Dr. Gillett: So far as our law is concerned that is true.

Mr. Moses: How about the action of the Board of Trustees?

Dr. Gillett: They may be thrown out at any time for malfeasance.

Dr. Hunter: In our Institution here the term is one year, the same as our teachers.

Dr. Gillett: How about your teachers?

Dr. Hunter: Every officer around the Institution is elected annually. I would like to know to what extent it prevails among the Institutions of the country—this permanency in the head officers of the Institutions. It seems to me that I have discovered that there are three or four of you who are in during good behavior?

Mr. Dobyns: More than that—fully ten.

Dr. Hunter: I would ask the gentlemen to rise if it were not from motives of modesty?

President: The officers whose terms are unlimited as to time—

Dr. E. M. Gallaudet: You mean those appointed to a permanent position?

President: The gentlemen are requested to rise whose positions are permanent.

[Secretary failed to note those who rose.—Dobyns.]

Mr. Williams, Chairman of the Business Committee, said: It would be pleasant to continue this discussion, but it is now nearly two o'clock, and as this is expected to be the closing of the Convention, I move that the discussion be now terminated, to give opportunity for work of that kind, resolutions, etc.

The motion prevailed, and the discussion was declared terminated.

The following resolution, offered by T. L. Moses, of Tennessee, was adopted:

WHEREAS, It is the sense of this Conference that all of the various State Institutions for the education of the deaf should afford their pupils a course of not less than ten (10) years of primary and grammar school instruction; and Dr. E. M. Gallaudet, of the National Deaf Mute College at Washington is hereby requested to make up a schedule of a course of study desirable to be pursued by pupils who contemplate attendance upon the college, and to have such schedule published in the Annals for the Deaf; and he is hereby further requested to make and have published in the Annals a definite course of study for pupils so arranged as to be applicable to a term of from seven to ten years.

Mr. Clark: Before the Committee on Necrology reports

I have one very pleasant duty to perform. There has been no fitting place to bring it in before—I could not bring it in under the discussion.

I am charged by my Board of Directors, by a unanimous vote, not only to extend to the members of this Conference a cordial invitation to hold their next meeting at the Arkansas Institution, but to use every means in my power to get them to do so. We do not extend this invitation because we are at all afraid that you will not honor the South again with your presence, but we would like to have you in Arkansas, and we will do everything we can to make you happy.

Mr. Dobyns: Are you sure we will not get water-bound in Arkansas?

Mr. Clark: Yes, sir; you will not get water-bound in Arkansas. We used to in old times, but we have got over that now. My Board really mean that they will be very glad to have this Conference come to Arkansas four years from now, and every officer in the Institution seconds that invitation most heartily. I would like to see you all there, and every single man, woman and child in the State from the Governor down to the poorest negro will be glad to have you come. We could not entertain you as our brother has here during term time, from the fact that we are so far out of the city that if we lodged you in the city and you had to meet in the Institution you would be worn out before you got there. Our vacation is long, we close early in June and do not open until the last of September, and if we were sure that by shortening the session a little at either end we could get the Conference I think we would arrange to do so. I hope you will see your way clear to accept our invitation.

Dr. Gillett: There will be other invitations for the Conference that probably will not be presented here. I am of the opinion that we had better follow the practice of former years in leaving this subject to a committee. I have had some experience in getting this Conference together. I was chairman of the committee that called this one, and the second, third, fourth and fifth, and I think I have about served my day. There is considerable expense, too, involved in getting you together. You know how many announcements you have received concerning the present Conference.

I move that this subject be turned over to the Executive

Committee and ask them to take charge of it and receive the invitations and call the Conference together at such time and place as they may deem best.

Mr. Clark: I expected there would be other invitations before I invited you.

The motion of Dr. Gillett was carried and the question of the place of calling the next Conference was referred to the Executive Committee.

REPORT OF COMMITTEE ON NECROLOGY.

JOHN COLLINS COVELL.

John Collins Covell was born in Newport, R. I., December 19, 1823. He received his education in Trinity College, Hartford, Conn., and went, soon after his graduation in 1847, to Staunton, Va., where he entered the Institution for the Deaf and Dumb and the Blind, as a teacher in the deaf mute department, where he labored conscientiously and efficiently until 1852, when he was made Vice-Principal, and took entire charge of this department. When the war began he entered the Confederate army, with the rank of major on the staff of General Wise, but remained only a short while, as he was recalled to take the Principalship of the Institution in 1861, the State considering his services of more value as manager of one of her noblest public institutions than as a soldier in the field. In this position he remained, giving entire satisfaction in every respect, until his resignation in 1872. In 1874 he was called to preside over the West Virginia Institution, at Romney, where he continued in active service until his death, from cancer of the stomach, June 4, 1887. December 24, 1850, he was married in Staunton, Va., to Miss Annie E. Eskridge, who survives him. Five children were the result of this marriage, two only of which are living—one son and two daughters having preceded him to "that land that is fairer than this," several years before. As, perhaps, the best evidence of the splendid character he bore, both as a citizen and as a public officer, I give the following:

RESOLUTIONS OF THE BOARD OF REGENTS.

WHEREAS, We have learned of the death of Major J. C. Covell, late Principal of the West Virginia School for the Deaf and the Blind; therefore,

Resolved, That we greatly deplore his loss to the Institution over which he presided with such universal accept-

ability; and that in his death we recognize the loss of a friend worthy of the fullest confidence, and an official of marked ability and adaptation to his duties, which he always performed with a faithfulness and efficiency unexcelled.

Mr. Gilkeson, in a letter to me, says: "I knew him well during the whole of his term of service here, and it gives me pleasure to bear testimony to his efficiency and faithfulness as a public officer. He was one of the most systematic, correct, business men I ever knew, and possessed the confidence of all who had dealings with him. I think he had no superior as the head of an institution. He was a member of the Episcopal church, and a leader in all works of charity. It was mainly through his instrumentality and energy that the St. Stephens Church, of Romney, was erected."

W. O. CONNOR,
Principal of the Georgia Institution.

REV. WILLIAM WALCOTT TURNER.

The death of the Rev. Wm. Walcott Turner, Ph. D., on the 11th of July, 1887, removed from the earth one who had done an important and most useful work in the profession of teaching the deaf.

Forty-two years and six months of active service he gave the deaf-mutes of his country, as instructor, family guardian and principal, at the parent school in Hartford; and his labors in his several departments were crowned with eminent success.

The honorable record of his life-work has been presented to the world elsewhere, and need not, therefore, be repeated here; but the members of this Conference desire to place upon the journal of its proceedings an assurance of their respectful and affectionate regard for their venerable friend who has so often met with them in past years. The bright example he set of duty faithfully performed will be as "a lamp to their feet and a light to their path;" and, following in his footsteps, they will hopefully await the appointed day of re-union with all the blessed who have passed on into the world of perfect peace.

E. M. GALLAUDET.

Mr. Hutton, of Nova Scotia: Before we adjourn this Conference there is a duty to be discharged—one which cannot be overlooked without breach of all propriety, and

I have a resolution here to offer in discharge of that duty. Permit me to say, before submitting the resolution, that while I have enjoyed exceedingly and profited by the proceedings of this Conference, I feel strongly that we have crowded too much work into too short a space of time. I sympathize altogether with the remarks made by our kind host, Mr. Dobyns, this morning, that it would have been better if we had prolonged our session until the close of to-day at all events, so that we could have taken up more fully several important subjects presented to us. It seems to me that some of these subjects have not been as completely discussed as their importance demands. There are several on which I should have liked a little more light and information, and had time permitted should have asked for that information. I do not wish to criticise the action of the Business Committee, but as it is I think we have had almost a plethora of good things, both literally and figuratively speaking—more, perhaps, than one's digestive power can properly assimilate, and personally I feel somewhat as if I were suffering from intellectual dyspepsia. [Laughter.] Before we separate I gladly embrace the opportunity to offer the following resolution, which I am sure expresses the heartfelt sentiment of every member of this Conference. I will read the resolution:

Resolved, That the thanks of this Conference are due and are hereby most heartily tendered to Superintendent and Mrs. Dobyns, to the matron, to the teachers, and to all the officers of the Mississippi Institution, whose ceaseless devotion and untiring efforts have made our stay in Jackson so agreeable, the memory of which will ever give us renewed pleasure.

To that resolution I need scarcely add a word. I may say, however, that this has been an epoch in my life. These days will be red-letter days in the calendar of my experience, and although I had heard much and expected much of the Sunny South, its warm hearts and hospitable homes, my expectations and anticipations have been more than realized, and I believe there is not a member of this "Gallaudet Conference," held in this noble building, in this beautiful city, of this grand old State, but who will remember this occasion with an interest peculiar to itself. It has been to me, in various respects, a unique, a memorable and a profitable experience. I came here to learn; I came a long distance—longer, perhaps, than any other member of this Conference; I came in the expectation of receiving instruction, stimulus, impulse, encouragement

and suggestive ideas to help me in my work in my home in Nova Scotia. I have received many valuable hints and suggestions, and I have received what is more valuable than any mere hint or suggestion—I have received fresh impulse,fresh encouragement in the work to which in Providence I have devoted the best years of my life. Still I should have liked if this Conference had continued its sessions to-day. I should like, had time permitted, to have seen more of the educational work of this Institution, and I do regret that our proceedings have been contracted within so narrow limits and that we have been thus restricted both in the interchange of views and experience, and in the amount of benefit which individually we might have obtained. I have, however, the greatest pleasure in expressing by this resolution the feeling of warm gratitude which we cherish to our hospitable entertainers, and to all who have contributed to make our visit to Jackson, Miss., so memorable a season of profit and delight.

President: Gentlemen of the Conference, you have heard the resolution; what shall we do with it?

Mr. Gillespie: On that resolution I would like to offer a few words: I feel grateful for the reception which I have received. It has been a warm and tender reception. I speak now of another reception which I received here in Mississippi about twenty-five years ago. That also was a warm reception, and as Brother Dobyns, his estimable wife, the matron of the Institution, board of trustees, State authorities and all have done so nobly now, they did their best then. [Laughter.]

Mr. Noyes: I am glad that other one did not diminish your growth at all.

Mr. Gillespie: I have heard and we have here a specimen of what we call in the North "The Mississippi Plan." I do not intend to argue politics, because that is not becoming in us, but as far as I have seen and had to do with it, I like the Mississippi plan. [Laughter.]

Dr. Brown: That ought to include the State authorities.

A Member: There is a separate one.

Mr. Dobyns: If there are no further remarks on that motion, I feel constrained to say one word: As the head of the Mississippi Institution it gives me great pleasure to return our thanks to the author of that resolution for his kind words.

Dr. Hunter: I suppose as one of the trustees of this Institution you might allow me a word: I would be glad if you would come back here next year. [Laughter.] I think we might improve upon getting better acquainted. That gentleman, who has got a good deal of avoirdupois as well as myself, and who speaks of being here 25 years ago, is back here now, I am sure he thinks we have improved. I am sorry we cannot remain long enough together to get better acquainted. When you were here before we found the rough points of one another,—we felt one another's horns more than we did one another's hearts. However, if you must necessarily go, we will bid you God speed. I would like to have seen you entertained in a more magnificent way than you have been. [Laughter.] Mr. President, Ladies and Gentlemen of this Convention: You must remember that we have not recuperated entirely even yet. I have been here in a day, sir, when you would have been entertained magnificently, for I well remember what these people were thirty years ago. You would, sir, have been entertained in such a magnificent manner that it would have charmed you. We are now, sir, like a people recovering from a fever still pale in the face, still weak,—but growing stronger and stronger, and if God should spare any of you to come back here twenty years hence, Mr. President, I believe you would be entertained still more hospitably, and we would have more ability to entertain you. After going over the experience of thirty years here I calculate that we are doing about as well as we can. [Cheers.] I am sorry I was not permitted to be with you before, but I have been upon a mission to one of our back counties where I was appointed to preach, and where they need preaching, sir, and I had no control over the appointment and had to go. I hastened here as soon as I could, knowing what a pleasant body of ladies and gentlemen you would be to meet with. I am not disappointed. I find here ladies and gentlemen of the highest culture, gentlemen of attainments that are not excelled by men in any other profession, and I am pleased to have seen you, and I express my gratification and the gratification of our people as far as we have made your acquaintance. [Applause.]

President Noyes: I would like to say if it be proper for the chair, that I am firmly in my own convictions I am an optimist. I believe the world improves, and I am glad to say to the distinguished gentleman who has just spoken, that it has been my privilege to know something about the cordiality and hospitality and elegant entertainments of

the Sunny South in former days. I spent two years, twenty seven years ago, in Baton Rouge, Louisiana, I have a distinct recollection of the generosity, the cordiality and the elegant hospitality of the people of those days, and I recognize in what we have seen here a fair sample of what was done in those former delightful days. When you were four years ago in the little town of Faribault, Minnesota, we knew that some of our friends were from the South, where they know how to entertain, and we tried to do what we could in our humble way to give them a cordial welcome and as good an entertainment as we could in the North Star State under the circumstances. I believe the brethren thought at that time we did pretty well, but now I am happy to make a very low bow to the Superintendent of the Mississippi Institution, and say I am an optimist still.

Resolution adopted unanimously.

Mr. Swiler: Mr. Chairman—Permit me to present as the unanimous sentiment of this Conference, another resolution:

Resolved, That we tender our sincere thanks to His Excellency, Governor Robert Lowry, of the State of Mississippi, to the trustees of the Mississippi Institution for the Deaf and Dumb, for the generous hospitality with which the Conference has been entertained; and to the citizens of Jackson for the kind attentions which have added so much to our pleasure, and we congratulate both the trustees and citizens of the State on the prosperity of their noble Institution.

And I can say, sir, in all sincerity, that there has never devolved upon me a more pleasant duty, and one which brings sincerer joy than this, which enables me to speak for all my associates in attesting our full appreciation of the generous hospitality of this noble Governor, these honored trustees, and the citizens of your fair town.

Two years ago it was understood that an invitation had come from the Superintendent of the Mississippi Institution to hold the next Conference here, and when it was further known that the trustees of the Institution endorsed and supported the heartfelt invitation of Superintendent Dobyns, it was seen that the next Conference must, as a matter of course, be held in the city of Jackson, Miss.; but when it was further known that the Governor of this great State had added to the first and second an invitation from himself, we were all anxious to come.

We have heard, ladies and gentlemen, associates and

friends, of the hospitality and generosity of the South. We have heard of the fair skies, the bright flowers and the sunny fields of all this land; we have heard of the beauty of its ladies and the gallantry of its men, but I can say, sir, that we did not fully believe it, and now we are in the condition of the Queen of Sheba, in the presence of the great Solomon, obliged to confess that the half had not been told us. Some of us have come from under the mountains, and some of us over the hills, and some were privileged to enter this State on the bosom of that grand river whose name you bear. Those of us from Arkansas, Iowa, Nebraska, Kansas, Minnesota, Wisconsin, Indiana, Kentucky and Illinois, feel in a certain sense that we belong to the great Mississippi Valley, too, and that you are here in the midst of it living in a State that bears its name.

We thought, perhaps, that no more pleasant welcome could have been given us than that we received in the embowered streets of beautiful Natchez, even though we came up the Illinois Central Rrailroad to the very heart of this great Commonwealth. We did not expect to see such flowers and such roses as we have seen; we did not expect to witness such a delightful entertainment as we had last night; we did not expect to meet so many of the ladies and gentlemen of this community; we did not know that we should be permitted to see and hear so much of the Trustees of this Institution. Permit me to say to the honored member of that board who has just addressed us, that this country seems to be rapidly convalescing (?).

Though we may not be able to make comparisons with it in its former days, we rejoice to know that the conditions are such that it is possible for this Convention, representing as it does the extremest limits of our country—from Minnesota to Florida, and intervening points—to meet here as a band of brothers, united in minds and hearts, knowing no sectionalism, no North, no South, no East nor West, united in one grand purpose. [Applause.] Our interest and our ambition one, and that interest and that ambition the education of the deaf and dumb.

We are under obligations for the gentleness and courtesy with which we have been met and entertained by the ladies and by the gentlemen, too. [Applause.] There will never fade from our memories this delightful episode in our lives—there will never disappear from our thoughts the recollections of the days we spent in Jackson, in the heart of the great State of Mississippi. And I am sure after we return to our homes our hearts will come back to this land

of flowers and we will think of the welcome we have had as an evidence of your generous hospitality and that courteous, kindly disposition that opened not only the hospitalities of the Institution in a familiar way, but opened to us your hearts and extended to us your hands.

Resolution adopted by a rising vote.

Mr. Noyes: I would like to say that the reason for the success of the Mississippi Institution is that the Governor, the Trustees and the Superintendent are in accord and pull all together, and such a team as that is going to make a success every time.

Mr. Burt, of Indiana: We have all noticed with what care and impartiality Mr. Noyes has presided. I have this resolution to offer:

Resolved, That the thanks of this Conference are due and are hereby most heartily tendered to Prof. J. L. Noyes for the able, courteous and impartial manner in which he has presided over its sessions.

Carried by a rising vote.

President Noyes: I thank you, gentlemen, in the name of a little woman up in Minnesota, and on behalf of the institution I represent.

The following resolution was offered by W. O. Connor, of Georgia, and unanimously adopted:

Resolved, That we tender to Mr. S. T. Walker the sincere thanks of the Conference for the faithful and able manner in which he has discharged the duties of Secretary.

The following resolution was offered by Rev. Job Turner and unanimously adopted:

Resolved, That the thanks of the Conference be tendered Dr. Thomas Gallaudet and his assistants for the able manner in which they have interpreted the proceedings in the sign language.

The following resolution was presented by Mr. J. R. Dobyns and unanimously adopted:

Resolved, That the thanks of this Conference are tendered, to Mr. Harris Dickson, the stenographer, for the faithful manner in which he has performed his arduous duties.

The following resolution was offered by N. F. Walker, of South Carolina, and unanimously adopted:

Resolved, That we tender a vote of thanks to the Southern Railroad Association and Illinois Central Railroad for

the courtesies extended to the members of the Conference.

Dr. Peet: If it is the proper time for me to make an anouncement, I will do so: The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, have, through the Executive Committee of the Convention of American Instructors of the Deaf, extended to the great body of Teachers, Principals and Directors and Trustees of all the Institutions for the Deaf and Dumb in the United States, an invitation to assemble in Convention at the New York Institution, in the summer of 1890, and they have also extended this invitation to the Instructors of the Deaf and Dumb throughout the world. So that in connection with the next Convention of Teachers and others interested in the amelioration of the condition of the deaf and dumb, there will be a World's Congress, all the members of which will be entertained at the New York Institution by vote of the Directors of that Institution. This invitation, I hope you may all accept. Come with your families, and may I live to promote your happiness there. [Applause.]

Dr. Thomas Gallaudet: Allow me to warmly second the invitation, and I hope it will not be forgotten. We sent an invitation to the head of the Institution in Tokio, Japan—there has been an Institution in Tokio of that nature.

Dr. Peet: I would like to say a word in connection with the lady who is the principal teacher in that Institution. She came to our Institution and spent months there acquiring the art of teaching the deaf and dumb, with special reference to this work in Tokio.

Mr. Dobyns reported his stewardship as Chairman of the New Orleans Exhibit, and stated that there was a balance in his hands of $5 from $75 furnished by the United States Government for the expenses of that department.

On motion of Mr. Walker, of Kansas, the balance was ordered turned over to the Library Fund of the Mississippi Institution.

Dr. Gillett moved that the thanks of the Conference be presented to Mr. Dobyns for his labors in that exhibit. Carried.

Mr. Dobyns: If in any manner we have failed to make your stay with us pleasant—

Cries of Out of order—sit down! sit down!

The President said: "Mr. Dobyns, you are out of order."

Minutes approved.

Prayer by Dr. Hunter.

After which the President announced the Sixth Conference of the Principals and Superintendents adjourned *sine die*.

S. T. WALKER, } Secretaries.
J. R. DOBYNS, }

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